

THE ILLINOIS STATE
NORMAL UNIVERSITY
NORMAL ILLINOIS

THE NORMAL SCHOOL QUARTERLY

Series 7

July, 1909

No. 32

*Fifty-second
Year;*

CONTAINING THE
ANNUAL CATALOG
COURSE OF STUDY
— AND —
ANNOUNCEMENTS FOR

1909-10

FIFTY-SECOND YEAR

ACADEMIC	YEAR	ENDING	JUNE	THIRD
ONE	THOUSAND	NINE	HUNDRED	NINE

Illinois
State
Reformatory
Print

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LURA MAY EYESTONE,
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GEORGE BROPHY KENDALL,
Principal Training School.
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BRUNO NEHRING,
Gardener.
ANGELINE VERNON MILNER,
Librarian.
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WILLA GARVER,
Assistant Librarians.
FLORA PENNELL DODGE,
Stenographer.

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WILLIAM EDWARD ANDREWS, Ph. D.,
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WILLIAM WRIGHT McCULLOUGH,
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WALTER STEWART BOOTH,
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Literature.
GOUVERNEUR WARREN TAYLOR,
Grammar and Rhetoric.
MARGARET DRYDEN BREWER,
CAROLINE ECKERS,
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Art Instruction.
ESTHER GRANT WHITE,
Primary Instruction.
EDWARD RAY TOMPKINS,
Manual Training.

Calendar for 1909-10

The school year of forty-eight weeks is divided into three terms of twelve weeks each, and two summer terms of six weeks each.

Summer Session, 1909.

JUNE 7—First Term begins.

JULY 19—Second Term begins.

AUGUST 27—Second Term ends.

Fall Term, 1909.

SEPTEMBER 6—Opening of Training School.

SEPTEMBER 13—Fall Term begins.

DECEMBER 3—Fall Term ends.

Winter Term, 1909-10.

DECEMBER 6—Winter Term begins.

DECEMBER 22—Semi-annual Meeting of the Board of Education.

DECEMBER 22—Annual Contest of Literary Societies.

DECEMBER 23—Recess of two weeks.

JANUARY 6, 1909—Winter Term resumes.

FEBRUARY 18—Founders' Day.

FEBRUARY 27—Annual Contest in Oratory.

MARCH 12—End of Winter Term.

Vacation of nine days.

Spring Term, 1910.

MARCH 21—Spring Term begins.

JUNE 8—Annual Meeting of the Board of Education.

JUNE 9—Annual Commencement Exercises.

Summer Session, 1910.

JUNE 13—First Summer Term begins.

JULY 25—Second Summer Term begins.

AUGUST 31—Second Summer Term ends.

SEPTEMBER 12—Beginning of Fall Term of year 1910-1911.

❖❖ HISTORICAL SKETCH ❖❖

THE ILLINOIS STATE NORMAL UNIVERSITY was established by the General Assembly February 18, 1857, to prepare teachers for the public schools of Illinois. The School was opened October 3, 1857, in Major's Hall in Bloomington with three teachers and nineteen students. It was the first state normal school in the Mississippi Valley. In 1860 the school was removed to its new building, then the finest normal school building in the United States. This building had been erected at a cost of \$120,000 of which \$65,000 was paid by the state. The city of Bloomington and county of McLean had contributed in lands and moneys \$141,000.

In 1889 a separate heating plant was erected, a training school building in 1891, a library and gymnasium in 1896, a plant house in 1905. The Forty-fifth General Assembly appropriated \$100,000 for a manual arts building now ready for use. The present value of the buildings and grounds is not less than \$450,000.

For fifty-one years the state normal school has been doing the work for which it was established. Of its nineteen thousand students almost all have taught for sometime in the schools of Illinois. Its 1837 graduates are to be found in almost every state from Boston to the Golden Gate. Many have attained to the highest eminence in educational work. The yearly demand for teachers who have received their training in this school is much larger than can be supplied.

From 1860 until 1894 a high school was maintained as a department of the Model School. Its thorough instruction in the ancient languages won high reputation. In 1906 the high school was restored, but its chief emphasis is now laid upon modern science and the manual arts.

LOCATION

The Normal University is located at Normal, a town of 4000 inhabitants at the intersection of the Chicago and Alton and Illinois Central Railroads. The situation is healthful, the site high and well-drained; the town is provided with excellent water, sewers, gas, and electric lights. Normal is a very desirable place of residence for people who value educational advantages. The charter provides that intoxicating liquors shall never be sold within the limits of the town. An electric railway with cars every ten minutes connects Normal with Bloomington, two miles to the south.

BUILDINGS AND EQUIPMENT

The Main Bilding, an imposing structure 100 by 160 feet surmounted by a clock tower, contains the office and reception rooms, the study rooms, the society halls, and eighteen class rooms.

The Gymnasium Bilding, 100 x 125 feet, is constructed of Bedford limestone and contains on the first floor the gymnasium, baths, and dressing rooms; on the second floor the library and reading rooms; on the third floor the biological laboratories and museum.

The Training School Bilding is a substantial brick structure 80 x 96 feet. The basement contains three large playrooms. On the first floor is the office of the supervisor, the kindergarten room, and four school rooms. On the second floor are rooms for the grammar grades and seven recitation rooms.

The Manual Arts Bilding contains a modern auditorium with seating for 1107 persons, a science lecture room, three laboratories for chemistry and physics, four rooms for domestic economy, three for the art department and six for manual training besides offices and storerooms. It is proposed to provide this bilding with the best equipment, ample for the preparation of special teachers of these branches.

The physical and chemical laboratories are supplied with modern equipment and a good stock of new apparatus adapted to the needs of advanced students.

The department of biology, due mainly to the former location here of the State Museum of Natural History, has at its disposal a working collection of zoological and botanical material much larger than that found at similar institutions. The laboratories are equipt with twenty-four compound microscopes of modern type. Apparatus for the preparation of permanent microscopic mounts of plant and animal tissues has been instald recently. The equipment for human physiology is exceptionally ample. The new green houses are a valuable asset in connection with the work in botany and new apparatus for experiments in plant life is used here by students preparing to teach botany in higher schools. An ample supply of field glasses is provided for bird study.

The wood-working shops are equipt with circular saw, band saw, surfacer, jointer, trimmer, mortising machine, four lathes, all electrically driven, and 35 Toles benches with an adequate supply of tools.

The geografical equipment includes relief models of the United States and Europe, a complete set of Sydow-Habenicht relief maps, charts of the United States topografic, coast, and geodetic surveys, a collection of rocks, minerals, and other specimens, meteorological instruments, numerous exhibits illustrating industrial topics, and a large collection of pictures relating to this subject including several thousand stereografs and stereopticon slides.

A school garden of two and one-fourth acres, and a spacious green house in care of an experienced gardener, affords excellent facilities for experiments and instruction in horticulture and floriculture.

The well-shaded campus of fifty-six acres contains over one hundred species of trees. Its open spaces afford abundant room for tennis and other athletic sports.

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There is a valuable reference and circulating library of 20,000 bound volumes and 10,000 pamphlets. This collection is especially rich in juvenil books and in the literature of education. The books have been carefully selected and indext and now constitute a very complete working library.

Students are allowd the free use of the reading room and may draw out books without charge. The department is open eight and one-fourth hours of every school day and four hours on Saturday and during vacations. The librarian and assistants are always in attendance. The privilege of access to the shelves has been establisht and the librarian gives instructions on the use of the library in a set of informal talks and practical lessons. It is the aim of the teachers and librarian to help students to the use of books, and to give them the best possible assistance in doing their reference work.

Student Organizations

LITERARY SOCIETIES

There are five literary societies connected with the school—the Wrightonian, the Philadelphian, the Ciceronian, the Sapphonian, and the Girls' Debating Club. These are in flourishing condition, and afford abundant practis in oratory, debate, essay writing and parliamentary usage. These societies have well-furnisht rooms set aside for their use.

CHRISTIAN ASSOCIATIONS

New students will receive a hearty welcome to the Young Men's and Young Women's Christian Associations of the Normal School. These organizations are vigorous and active, and seek earnestly to promote the spiritual welfare of the students. While they are separate organizations, union meetings are regularly held.

ORATORICAL ASSOCIATION

The purpose of this association is the cultivation of oratory and declamation. The winners of the annual contest in oratory and declamation receive the Richard Edwards medals, establisht in honor of the second president of the institution. The successful contestant in oratory represents this institution in the contests held in March of each year under the direction of the State League of Normal Schools.

THE LECTURE ASSOCIATION

Three members of the faculty, four students, the pastors of the various churches in Normal and the city superintendent of schools constitute a lecture board, to provide a course of high-class lectures and concerts at low cost. The active management of the course is in

Annual the hands of the student members. In some years seven lectures and
Calalog and concerts have been given for one dollar.
Course of This course for 1909-10 includes a concert, Whitney Brothers; lec-
Study ture, Governor E. W. Hoch, of Kansas; lecture, Ernest H. Baynes;
reading, Leland Powers; an entertainment by Laurant, the magician;
two concerts by the University Choral Club.

MUSICAL ORGANIZATIONS.

THE UNIVERSITY CHORAL CLUB.—Among the student organizations there is no other which attracts so large a number of young men and women as does the Choral Club. Its membership, which varies somewhat from term to term, numbers from seventy to ninety.

The club has its constitution and by-laws and is officered by members of its own body, elected at the beginning of each term. The club gives three concerts each year, singing selections from standard operas, oratorios and cantatas.

GLEE CLUBS.—A number of students have organized glee clubs, one for men, the other for women, which meet regularly for practis in two-three and four-part music of the better class.

THE ORCHESTRA.—It is the purpose of this organization to give students who play upon an instrument an opportunity for practis in concerted playing.

Rehearsals are held regularly and such music as is suitable for the social functions of the school is prepared.

The musical organizations are under the direction of the teacher of music.

THE ATHLETIC ASSOCIATION.

This organization has general control of all student athletics in conjunction with the director of the gymnasium.

STUDENT PUBLICATIONS.

The VIDETTE is a 16-page weekly filled with local news, alumni notes, and practical and interesting matter on school topics contributed by faculty and students. It is under the management of the Vidette Board elected by the students of the various classes.

The INDEX, publisht annually by the senior class, contains detaild information in regard to the various student organizations, group portraits of contest games, glee clubs, officers, committees, etc. Aiming especially to present the gayer features of student life, it becomes a chronicle of the humorous happenings of the year.

The Normal School Quarterly

The Normal School publishes quarterly for free distribution a series of educational studies prepared by the faculty. Any teacher

- in the public schools of Illinois will receive the Quarterly regularly upon application. The numbers already issued are:
- | | |
|---|-------------------|
| 1. Faulty Articulation and exercises for its Correction. | <i>Illinois</i> |
| 2. Agriculture and Horticulture in the Rural Schools. | <i>State</i> |
| 3. The Tariff Question in American History. | <i>Normal</i> |
| 4. Shakspeare in the High School. | <i>University</i> |
| 5. The Formation and Care of School Libraries. | |
| 6. Suggestions on the Teaching of History in the Grades. | |
| 7. Manual Training in the Schools. | |
| 8. The School Excursion and the School Museum in the Teaching of Geography. | |
| 9. Nature Study in its Practical Bearings. | |
| 10. The Manual Arts. | |
| 11. Our Money History. | |
| 12. A Topical Guide to the Study of the History of Illinois. | |
| 13. The Making of Questions. | |
| 14. The Teaching of Civil Government. | |
| 15. Notes on Nature Study. | |

Trained Teachers

Thoroughly trained teachers are in demand in all the best schools of Illinois. Many boards of education will employ no others. There is a rapidly increasing demand upon the normal schools for such teachers. To meet this demand more effectively the Illinois State Normal University maintains a teachers' bureau whose purposes are to secure for its students, free of cost, suitable positions, and to aid school officers in selecting efficient teachers. Students as a rule do not expect employment without a personal visit; it is hoped that the expense of such visit may be avoided unless there is some prospect of employment.

The Summer Session

The Normal School provides two Summer terms of six weeks each for active teachers and for students who wish to continue their studies during the summer. The programs consist chiefly of the regular courses in the various subjects. The daily program is so arranged that the student recites twice per day in the same subject, thus completing a regular twelve-week course in six weeks. The primary departments of the training school are in session, affording model lessons for observations and discussion. Especial prominence is given to music, drawing, construction work, modeling, manual training, to the natural sciences and to the common branches as outlined in the Illinois State Course of Study. Credit is given for all satisfactory work and recorded on the books of the institution. A special summer-school announcement is issued in March.

Expenses

Tuition is free to all who are preparing to teach in the schools of Illinois. An incidental fee of two dollars per term is charged all students except those holding township scholarships under the provisions of the Lindley act. For each summer term of six weeks the fee is one dollar. Students from other states than Illinois, and students not preparing to teach are charged an additional tuition fee of ten dollars per term for the long terms. If within five years such student teaches an equivalent time in Illinois, the tuition is refunded.

Good furnished rooms, large enough for two persons, rent at from \$1.25 to \$2.25 per week. Table board in private families may be had at from \$2.75 to \$3.00 per week. Good rooms and excellent boarding places are abundant. Arrangements can be made better after arriving in Normal than by letter.

Students not living at home are required to room at approved houses. A list of approved rooming houses is kept at the office of the President of the University.

The Normal University does not sell or rent text-books. The total cost of books and stationery need not exceed fifteen dollars per year. Students are advised to bring with them such books as they may have, but not to purchase others until they arrive in Normal.

Aid to Students

To assist worthy students in completing their course of study the Alumni and Faculty have created a Students' Loan Fund, from which students in their senior year may borrow at a low rate of interest a sum not to exceed one hundred dollars.

Railroads

Students arriving on the Illinois Central railroad or on the Chicago & Alton railway should check their baggage to Normal. Students coming to Bloomington on the Big Four or Lake Erie & Western may check their baggage to the *Chicago and Alton Station* in Bloomington, then recheck over the Chicago & Alton to Normal. Students coming to Bloomington on the limited trains of the Chicago & Alton, on the Big Four or Lake Erie & Western or on the interurban lines of the Illinois Traction Company, may reach Normal by the street cars. The fee for delivering trunks from Normal station is twenty-five cents; from Bloomington fifty to seventy-five cents. Baggage should bear a card with owner's name and address.

Conditions of Admission

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Students are admitted to the Normal Department upon presentation of the following evidences of scholarship:

1. A high school or college diploma.
2. A teacher's certificate.
3. A certificate of attendance at another state normal school.
4. A township scholarship under the Lindley Act. This act provides for an annual examination in each township adapted to graduates of the eighth grade. The candidate making the highest average in his township is awarded by the State Superintendent of Public Instruction a scholarship good for four years at any state normal school.

Persons not provided with the foregoing credentials may arrange for admission by correspondence with the president. In doubtful cases an examination in the common branches will be given by the faculty. This examination is held on the first day of the term.

For candidates for admission not found qualified to enter the normal department, is provided a preparatory or sub-normal class, whose work covers the elements of the branches required for admission. Only prospective normal students may enter this class. Tuition is eight dollars per term.

Young men to enter the normal or preparatory departments must be at least seventeen years of age; young women sixteen. Students not of the required age are assigned to the grammar school or high school department until they reach the maturity desired.

For holders of township scholarships not old enough to enter the normal department, and for students not intending to teach is provided an academic course similar to that provided by the best high schools. Students to enter this course must be at least fourteen years of age, and proficient in the work of the eighth school year as outlined in the State Course of Study. A further description is given on page 25.

To obtain free tuition, students who are not holders of township scholarships are required to sign a declaration of their intention to devote themselves to teaching in the public schools of Illinois for as long a period as they attend the Normal School.

Students are assigned to the various sections of the entering class, Section F, Section I, or Section L, as defined on page 18, on the basis of previous preparation. Correspondence is invited in all cases which the general rules do not cover.

Students may enter at any time, provided they are competent to take up the work then in progress. It is better to enter at the beginning of a term. Classes are provided each term for students beginning the course of study.

Accredited High Schools

Graduates of high schools with four-year courses accredited to the University of Illinois are admitted to Section F, and a course of study leading to graduation in two years, if their high school course, as attested by certificate of the principal, has included the work stated below, and provided that the work of the school in these branches is accepted at the University of Illinois.

ALGEBRA—At least one year's work, including quadratics.

GEOMETRY—One year's work, including all of plane geometry as treated in such text-books as Wentworth.

PHYSICS—One year's work, including laboratory practis.

CHEMISTRY—One half year's work.

ZOOLOGY—One half year's work.

BOTANY—One half year's work.

PHYSIOLOGY—One half year's work.

PHYSICAL GEOGRAPHY—One half year's work.

CIVIL GOVERNMENT (of the United States and of Illinois)—One half year's work.

GENERAL HISTORY—One year's work, including Ancient History and either Medieval History, or English History

LITERATURE—Daily practis in composition for one year or its equivalent. Elementary instruction in the principles of rhetoric, and at least two years' work with daily recitations in study of complete masterpieces in prose and poetry.

The work stated above is the minimum in each branch. It is expected that each student shall have done more work in some of the subjects.

Students of accredited high schools who have not completed all the work described above will be admitted to Section F in all branches in which they comply with the conditions stated above. The omitted courses may be taken in the regular normal classes in such subjects.

If students admitted to Section F are not able to write well with ease and speed, or read distinctly with good expression, extra courses in reading and penmanship must be taken soon after entering.

College Graduates

For college and university graduates are provided special lines of professional reading and investigation in addition to, or in lieu of, a portion of the standard program. In no case is the diploma of the institution granted for less than one year of resident work. Such graduates will receive the degree, Bachelor of Education.

Examinations for Advanced Standing

To students pursuing any of the three forms of the course outlined on pages 20-22 an opportunity is given to pass by examination any study in the program without taking the same in class.

Credit for Work in Other Institutions

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For all work done in other state normal schools and in the University of Illinois, credit is given so far as such work is equivalent to our own courses. Credit for work done in other higher institutions is granted upon adequate proof that such work is a satisfactory substitute for courses offered here.

Advanced Standing at State University

Graduates of this institution are regularly admitted to junior standing in the University of Illinois. Students who wish to prepare for teaching in such city high-schools as require university graduation of their teachers, if already qualified to enter the freshman class at the university, may profitably spend the first two years in the careful professional training that the normal school affords.

Special Students

Teachers of maturity and experience may be admitted as special students, and are permitted to take up any work for which they are prepared. They may not, however, be permitted to teach in the training school until they have had preliminary courses in general pedagogy.

Enrollment

The first day of each term except the summer terms is devoted to the enrollment of new students, to the examination of students for advanced standing, or to complete the work of the preceding term. New students should be present in the morning to register in the office, to pay their term fee, to consult with the appropriate committee in regard to their program of studies, to enroll with the director of the gymnasium, and to consult with teachers in regard to their studies, so far as may be desirable.

Students arriving in Normal (on the first day of the term or the preceding Saturday) will be met at the railroad station or street car by students wearing the red badges of the Young Men's or Young Women's Christian Associations, who will assist the new comers in finding suitable boarding places.

Students arriving at other times are advised to come directly to the office of the President.

Graduation.

Candidates for graduation shall at the beginning of the year in September file with the President the program of studies they desire to follow during the senior year. This program must accord with the general daily programs for the various terms and the rules stated on pages 23, 24. If the student desires to make substitutions not provided for by the general rules, his request must be approved by the proper committee of the faculty.

*Annual
Catalog and
Course of
Study* Candidates for graduation may enroll in the senior class after the Fall Term provided they lack of graduation fewer than twelve credits. All candidates for graduation shall write an acceptable thesis upon some educational theme. The subject chosen shall be reported to the head of the proper department not later than October 20. The thesis shall be completed and handed in at the beginning of the Spring term.

Students who lack no more than two credits of completing the course of study may graduate in June provided they agree to finish the required work during the ensuing summer term.

Organization of the School

The two purposes of the normal student are to learn the science of education, and to acquire the art of teaching by practis under intelligent direction. Hence there are two departments of the Normal School, the Normal Department, giving instruction in theory, and the Training Department, where the theories expounded are embodied in practis.

In the Normal Department there are two general lines of study.

1. Special Method, in which the subject matter of each of the various branches is organized with regard to its own inner relations, and also with regard to the interests and aptitudes of the child.

2. General Method, which governs all learning and teaching.

This work begins with the careful study of the process of teaching particular lessons as recald from the student's own experience or as observd in the Training School. It then passes to the more formal study of psychology and laws of mental growth. Lastly, it undertakes to unify all the activities of the school by showing their relation to the purpose of education. These three stages are named in this school:

(a.) The study of the Teaching Process.

(b.) The study of Psychology and General Method.

(c.) The Philosophy of Education.

The Training School is in part a model school to exemplify for observation and study the theory of the Normal Department. To this end the training teachers give frequent model lessons or "critiques" as a basis for observation and discussion. The teachers of the various branches in the Normal Department visit the training-school classes in their respectiv subjects to see that their instruction has been effectiv.

Its second function is to test the scholastic acquirements and the personal power of student teachers and to develop in them correct habits in teaching and management. The work required involvs the preparation of lesson plans, class instruction, direction of study periods and the management of a schoolroom under the immediate supervision of expert training teachers.

The Training School embraces a kindergarten of forty children and an elementary school of eight grades containing 320 pupils. Teachers of maturity and especial fitness are given an opportunity to teach high-school classes.

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GRADUATE COURSES.

The demand for teachers who shall combine the thoro training of the normal school with broader scholarship than the regular normal course affords has led the State Board of Education to establish a Teachers' College as a department of the State Normal University. Only graduates of state normal schools will be admitted to this department. A professional degree, Bachelor of Education, will be conferred upon students who complete two years' work in this graduate department. The courses offered are intended for prospectiv principals, superintendents, primary supervisors, critic teachers, high school teachers and special teachers of art, manual training, and domestic economy. The program outlined includes one-year courses in each of the following: History of Education, Advanced Psychology and Ethics, School Administration and Teaching of classes of high school grade, Higher Mathematics, Physics, Chemistry, Zoology, Botany, Physiology and Hygiene, Sociology and Advanced Economics, European History, American History, Advanced Grammar, Advanced Latin, Geograpy and Physiograpy, English Literature (2 years), Drawing, Manual Training (2 years), Domestic Economy (2 years). Eight of the twenty-two year-courses are required for a degree.

During the year 1909-10 the graduate courses offered are in History of Education, Psychology, Higher Mathematics, Chemistry, Physics, Botany, Sociology and Economics, American History, Geograpy and Physiograpy, Literature, Drawing, Manual Training, and Domestic Art.

The twenty-two courses named above are arranged in various electiv groups usually of three or four courses. Candidates for a degree must select some major subject and take the courses in that subject together with the auxilliary courses grouped with it. One of the three courses in Psychology and Ethics, History of Education, or School Administration must be included. The remainder of the eight courses are electiv.

Four of the eight courses required for the degree may be taken in any reputable college or university, the other four must be taken in residence at Normal.

One third of the graduate work required for a degree may be done in absence. Students desiring to pursue graduate studies in absence are required to work under the direction of the faculty of the Normal University and to report for examination on the first day of some term or at such other date as may be agreed upon.

Beginning in 1909 a portion of the graduate courses will be taught each summer.

The Course of Instruction

The Normal School requires for its courses a good degree of maturity and scholarship, quite as much as that attained by graduates of our best high schools with four-year courses. Accordingly the standard two-year program of the Normal School is planned for students of such preparation. Besides the standard program two other forms of the program are regularly taught to supply the needs of that large body of students whose preparation is not up to the standard named above. In the standard program twenty-six and one-half credits are required for graduation. By a "credit" is meant the amount of work done in a given subject in a term of twelve weeks by a typical student reciting five times per week and carrying four studies. To complete the required program the attendance required of the typical student is six regular terms of twelve weeks and one summer term of six weeks.

Programs of Study

The three regular programs of study are:

1. A Two-Year Program for graduates of accredited high schools having the specific qualifications set forth on page 14, and other students of equivalent preparation. The class pursuing this course is known in its first year as Section F.

2. A Three-Year Program for graduates of village high schools, holders of first-grade certificates and others of equivalent preparation. They are known in their first term as Section I.

3. A Four-Year Program for graduates of the rural schools, holders of second-grade certificates and others whose preparation is but little more than a good knowledge of the common branches. They are known in their first term as Section L.

These programs agree in the strictly professional courses required. They differ in the amount of time devoted to the various branches.

Special programs are provided for prospective teachers of Art, Music, Manual Training, Domestic Art, Domestic Science, or Physical Training; The regular programs may be varied by electives to suit the needs of primary and kindergarten teachers, or high school teachers of special branches.

Students whose preparation and ability are intermediate between the types mentioned above may arrange to take part of their work in one section, part in another according to their needs. No definite time for graduation can be fixed for such students. It is intended that the scholarship attained before entering the Normal School, or while the Normal Course is in progress, shall be equivalent to that represented by graduation from our best high schools, and to this is added in some form the strictly professional work.

A large number of elective courses are offered which under certain conditions may be substituted for the regular courses. The programs are shown in detail on pages 20, 21, 22.

The following table exhibits the number of credits in each branch required of regular students in the various programs. Elective courses are not included. Rhetoricals and physical training are general requirements, but are not listed below as credits.

	2-YEAR PROGRAM	3-YEAR PROGRAM	4-YEAR PROGRAM
Psychology and Pedagogy.....	5	5	5
Practis Teaching	3	3	3
Mathematics	3	6	8
Physical Science.....	1	3	4
Biological Science.....	2	3	4
Sociological Science.....			
Economics.....	1	1	1
Geografy.....	1½	2½	3
Civics and History.....	2	3	5
Modes of Expression:			
Oral Expression.....	1½	2½	3½
Graphic Art.....	1½	2½	2½
Language:			
Grammar and Orthografy.....	1	2	3½
Rhetoric and Literature.	2	3	5
Latin			
German.....	½	½	½
Music.....			
Gymnastics.....	1½	1½	1½
Total... ..	26½	38½	49½

On the following pages are outlined three standard programs. The courses marked with an asterisk (*) are subject to substitution under the rules governing electivs stated on pages 23 and 24.

All classes recite daily in the regular terms. In the summer terms of six weeks two recitations per day are held in most subjects, thus enabling the student to complete the regular twelve-week courses. The required gymnastics and rhetoricals are not included in the four.

Attendance at one summer term is provided for in the two-year and three-year programs. Only one study at present is named; it is expected that the student will take some additional elective study, or, if necessary, make up some deficiency.

Four hours per week of gymnasium practis is required of all first-year students unless specially excused because of age or physical disability. If, because of conflict in the program, work cannot be taken in any term it must be taken in the following term.

Thirty minutes per day are devoted at General Exercises to the consideration of topics of interest to prospectiv teachers. All members of the school are expected to attend.

THE TWO-YEAR PROGRAM

78 weeks

FIRST YEAR

FALL	WINTER	SPRING
Teaching Process	Psychology 2	General Method 3
*Arithmetic 1 or 2	*Geography 4 or 5	*Algebra 1
Grammar 1 or	Physiology 4	*Advanced Botany or
*Entomology	Reading 1	Grammar 1
{ Music 1 or 2	Physical Training	*Geography 2 (6 wks.)
{ Drawing 2 or 3		*Reading Method
Physical Training		(6 wks.)
		Physical Training

SUMMER TERM

Economics
Any elective study

SECOND YEAR

*Science of Dis- course	Principles of Education	School Management
*Physical Science	*Geometry 2 or 1	*Literature 4
{ History of Art	*American History	*Modern History 7
{ Color	Teaching	Teaching
Teaching		

Spelling and writing are required of all students found deficient in these branches.

Electives chosen from the list on page 23 may be taken instead of the standard courses.

THE THREE-YEAR PROGRAM

110 weeks

FIRST YEAR

FALL

Arithmetic 2
Grammar 2
Geografy 1 or 3
*Reading 2
Physical Training
†Spelling or Writing

WINTER

Arithmetic 1
*Grammar 3 (6 wks.)
*Geografy 2 (6 wks.)
Teaching Process 1
U. S. History 1
Physical Training

SPRING

Algebra 2
Science of Discourse
*Music 1 or 2
*Drawing 1
*Botany 5, 7 or 10
Physical Training

SUMMER TERM

Orthografy
Reading Method
Any electiv

SECOND YEAR

Algebra 3
Psychology 2
Reading 1
Zoology 3 or 6

Geometry 1
General Method
Drawing 2 and 3
*Physiology 4

*Geometry 2
Teaching
Drawing 4 and 5
Civics 3

THIRD YEAR

Economics 1
Physics 3
*Literature 2
Teaching

Principles of Education
Chemistry 4
Teaching
*Geografy 4 or 5

*School Management
*Physics 3
*Modern History 7
*Shakspere

No pupil may omit both Literature 2 and Shakspere.

†Spelling and writing are to be taken only if student is deficient.

Electivs may be chosen from the list on page 23.

THE FOUR-YEAR PROGRAM

FIRST YEAR

FALL	WINTER	SPRING
*Mensuration 3	Percentage (6 wks.)	Arithmetic 1
U. S. History 1	*Bookkeeping (6 wks.)	Teaching Process
Nature Study 1	*Reading 3	Geography 1
*Orthography	Elementary Physics 1	Nature Study 2
Spelling	Music 1 or 2	Physical Training
Writing	*Drawing 1	
Physical Training	Physical Training	

SECOND YEAR

Algebra 4	Algebra 5	Algebra 6
Zoology 3	Physiology 5	Botany 5
Grammar 4	Grammar 5	Grammar 6 (6 wks.)
Geography 3	Reading 2	Reading Method (6 wks.)
		Psychology 2

THIRD YEAR

Geometry 1	*Geometry 2	Economics 1
Rhetoric 2	Literature 1	Reading 1
Civics 3	*Drawing 2 and 3	*Geography 7
General Method 3	Teaching	*Drawing 4 and 5

FOURTH YEAR

*Literature 2	Principles of Education	School Management
*Ancient History 5	*Medieval History 6	*Modern History 7
Physics 2	Physics 3	Chemistry 4
Teaching	Teaching	*Shakspeare 3

Spelling and writing are to be taken if the student is found deficient.

The following table exhibits the electivs that may be substituted for the stard courses in the various programs subject to the conditions stated on pp. 23 and 24.

Electivs are of two ranks. Group A are regular Teachers' College Courses and may be elected only by seniors in the Normal Department. Group B may be elected by any normal students qualified to pursue them with profit.

FALL	WINTER	SPRING
<p>B</p> <p>Kindergarten Astronomy Bench Work Mechanical Drawing Primary Handwork Domestic Science Domestic Art Latin Method Latin 1 Cæsar 4 Cicero 7 Vergil 10 German 1 German 7 Entomology Physics 13</p> <p>A</p> <p>Advanced Psycholog History of Education College Algebra Chemistry 10 Physics 6 Botany 8 Sociology Geografy of Eurasia American Poetry English History 8 Design</p>	<p>B</p> <p>Kindergarten History of Illinois Bench Work Mechanical Drawing Primary Methods Intermediate Handwork Domestic Science Domestic Art Cæsar Method Latin 2 Cæsar 5 Ovid 8 Livy 11 German 2 German 8 Literature Method Physics 13</p> <p>A</p> <p>Advanced Psychology History of Education Trigonometry Chemistry 11 Physics 7 Biology 9 Advanced Economics Geografy Method English Drama American History 9 Painting</p>	<p>B</p> <p>Kindergarten Advanced U. S. History Bench Work Mechanical drawing Advanced Construction Domestic Science Domestic Art Cicero Method Cæsar 3 Cicero 6 Vergil 9 Horace 12 German 3 German 9 Advanced Nature Study 7 Chemistry 13</p> <p>A</p> <p>Ethics History of Education Analytical Geometry Chemistry 12 Physics 8 Chemistry 9 Botany 10 Esthetics Advanced Physiografy Industrial History Development of the Novel American History 10</p>

Rules Relating to Choice of Studies

A student, as a rule, is expected to follow the regular program for the section to which he belongs. If it is thought advisable he may be permitted to make any credit by a longer or shorter course than is provided in his program.

Variations from the regular program are permitted to special students and to others if there be special need of such change.

All individual programs involving substitutions must be approved by the president.

Substitutions of electiv studies must be made according to some regular plan to fit the student for teaching in particular grades, or in special high school subjects.

No substitution can be allowd for the common branches unless the student gives satisfactory evidence of proficiency in such branches. In doubtful cases an examination may be required.

No substitution for any of the natural sciences of the three-year program can be allowd unless the student's previous study in the omitted branch is equal to the requirement for admission to Section F.

For the electiv courses in Latin Method, full credits are allowd. For one year's work in Latin or German one credit is allowd; for two year's work, three credits.

No credit is given for a single term in Bench Work, Cooking, or Sewing; for two terms one credit is given; for three terms three credits.

Rules Relating to Individual Programs

If a student fails to keep pace with his class in any study he may be transferd to a lower section in such study, or be required to drop such study.

If a student fails to carry a study in any term, he is required to repeat that study at the earliest opportunity.

If a student fails in a majority of his studies for two consecutiv terms, he shall not be permitted to continue his work until one year has elapst. This rule may be suspended in the case of any student by a majority vote of the faculty.

Students that have become irregular in their programs, or who contemplate taking electivs, should, while arranging their individual curricula, study carefully the daily programs on pages 27, 28 and 29.

Because of the value of platform speaking to the teacher, one platform exercise each month is required from all students in regular classes provided for this purpose. When a fair degree of proficiency has been attaind, students may be excused from further class work upon their pledge to do an equal amount of work in some one of the literary societies.

Inasmuch as the teacher's own example is likely to be the most potent influence in determining the quality of the pupils reading, penmanship, and English style, all students notably deficient in clear and accurate expression, spelling, punctuation, idiom or division into paragraphs, will be required to take additional work in spelling or English composition until such deficiency is removd. Similarly students may be required to take additional courses in reading or penmanship. Correction of such deficiencies must receiv early attention in the course.

High School Department

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The act of the State Legislature creating Township Scholarships in the state normal schools for the benefit of graduates of the eighth grade obliges these institutions to provide academic courses for such holders of these scholarships as do not intend to become teachers, and also for such as are looking to teaching but are still too young to enter upon the regular normal courses.

Accordingly this institution has re-established the high school that was discontinued in 1895.

Tuition is free to all holders of township scholarships.

Other students of suitable age, character, and preparation may be admitted upon payment of tuition at the rate of \$12.00 per term, or four dollars per study where partial work is taken.

The high school students are seated in a separate study hall in charge of a principal who devotes his entire time to the instruction and care of these high school students and to the supervision of their work. In some subjects, they recite with the regular normal students. In most subjects they will recite in separate classes in which the character and quantity of the work will be specifically adapted to their needs.

On page 26 three programs of study are outlined; one with Latin and German for such students as expect to enter college, the second designed especially for girls giving a large place to household economy, the third a general course without Latin. Each of these programs may be modified by the substitution of other branches. Physical training and music must be taken at some time during the first three years. Monthly rhetorical exercises are required of all students.

It is the intention to develop this department into a model high school. While the value of liberal culture and the demands of citizenship will receive due recognition in the arrangement of its courses, it is proposed to meet the growing demand that the high school course shall prove directly servicable in preparing for high efficiency in useful occupations. Accordingly there will be arranged five chief programs each four years in length, differing in the prominence given to particular groups of studies, and looking respectively toward the speaking and writing professions, medicine and agriculture, engineering and the building trades, commercial life, and the household arts.

New teachers will be added as the attendance increases, and all the facilities of the institution will be at the disposal of this department.

PREPARATORY CLASS. For students not less than sixteen years of age who desire to enter the normal department, but are deficient in scholarship, are maintained preparatory classes in the common branches. Students less than sixteen years old who are deficient in the common branches are required to enter the proper classes in the grammar grades of the Model School.

Four-Year Course without Latin

<i>Fall</i>	<i>Winter</i>	<i>Spring</i>
Algebra Reading 3 Ancient History Drawing 3	Algebra Composition Ancient History Elementary Physics	Algebra Orthography Drawing or Manual Train. Physical Geography
Zoology Rhetoric Book-Keeping Manual Training	Physiology Poetry and Novel Medieval History Manual Training	Botany Reading 2 Modern History Manual Training
Geometry Civics English History Adv. Zoology or German	Geometry Commercial Arithmetic Drawing 2 His. of Illinois or German	Geometry Economics Reading 1 Adv. Botany or German
Physics 3 Astronomy Literature 2 German or Geography	Physics 4 Commercial Geography Shakspeare German or Design	Chemistry Advanced U. S. History History of Art German or Physiography

Latin and German Course

<i>Fall</i>	<i>Winter</i>	<i>Spring</i>
Latin Algebra Reading 3 Drawing	Latin Algebra Composition Elementary Physics	Cæsar Algebra Reading 2 Physical Geography
Cæsar Zoology Ancient History Reading 1	Cicero Physiology Ancient History Drawing 2	Cicero Botany Rhetoric Modern History
Cicero German Geometry Civics	Ovid German Geometry Poetry and Novel	Vergil German Geometry Drawing 1
Vergil German Physics Literature	Livy German Physics Shakspeare	Horace German Chemistry Economics

Household Economics Course.

<i>Fall</i>	<i>Winter</i>	<i>Spring</i>
Domestic Science Drawing 1 Nature Study Reading 3 Algebra	Domestic Science Drawing 2 Elementary Physics Composition Algebra	Domestic Science English History Physical Geography
Domestic Art Drawing 3 Zoology Rhetoric Book-keeping	Domestic Art Physiology Poetry-Novel Mechanical Drawing	Algebra Domestic Art
Domestic Art Chemistry Geometry Civics	Domestic Art Chemistry Commercial Geography Geometry	Botany Reading 2 Drawing 4
Domestic Science Economics Physics English Literature	Domestic Science Bacteriology Physics Advanced U. S. History	Domestic Art Drawing 5 Reading 1 Geometry
		Domestic Science Sanitary Chemistry Industrial History Shakspeare

DAILY PROGRAMS=1909-10

PROGRAM FOR FIRST SUMMER TERM.

JUNE 7—JULY 16, 1909.

8:10-8:55	9:00-9:45	10:20-11:10	11:15-12:00	1:40-2:25	2:30-3:15	3:20-4:05	4:10-5:00
Philos. Educa. 4 Teach. Process 1 Arith. Method 1 Mensuration 3 Mensuration 2 Physics 2 Laboratory Zoology 3 Adv. Botany 10 Adv. Physiol. 7 Civ. Governm't 7 1st. Yr. Latin German 3 Grammar 3	General Meth. 3 Teach. Process 1 Arith. Method 1 Plane Geom. 1 College Algebra Physics 2 Laboratory Zoology 3 Adv. Botany 10 Adv. Physiol. 7 Civ. Governm't 7 1st. Yr. Latin German 3 Grammar 3	School Manage. 5 Book-keeping Percentage 4 Begin. Algebra 2 Adv. Physics Chemistry Laboratory Physiology Eng. History 8 N. A. Geography 4 U. S. History 1 Hist. of Ill. Grammar 3 Grammar 2 Comp. and Rhet. Educa. Problems Literature 3 Cooking Bench Work Freehand Draw. Inter. Handw'k Practis Teach. 1st Primary 2nd Primary	Psychology 2 Nature Study Percentage 2 Adv. Algebra 3 Adv. Physics Chemistry Laboratory Physiology Gym. (Men) Phys. Geog. 10 Adv. U.S. Hist. 1 Intermed. Hist Grammar 1 Grammar 2 Liter. Method Read. Method Literature 1 Cooking Mechan. Draw. Art in History Music Practis Teach. 1st Primary 2nd Primary	Philos. Educa. Teach. Process Arith. Method Mensuration 3 Physics 3 Laboratory Entomology Element. Botany Adv. Physiol. Civ. Government 1st Year Latin Orthography Intermed. Geog. Reading 2 Amer. Poets Bench Work Pri. Drawing Music Method Practis Teach.	General Method Teach. Process Arith. Method Plane Geom. College Alge- Physics 3 Laboratory Entomology Element. Botany Geog. Method Med. History Economics Beg. German Grammar 2 Hist. of Ill. Reading 1 Mensuration 3 Adv. Construct. Bench Work Light and Dark Practis Teaching Pri. Discuss.	School Manage. 5 Mensuration 2 Percentage 4 Begin. Algebra Adv. Physics Physics 2 Lab. Chemistry Garden Practis English History N. A. Geography U. S. History Civ. of Illinois Grammar 3 Grammar 1 Grammar 2 Comp. and Rhet. Writing Drill Literature 1 Study of Foods Serving Gym. (Women) Freehand Draw. Adv. Music 2 Pri. Discuss.	Psychology 2 Nature Study Mensuration 2 Adv. Algebra Adv. Physics Physics 2 Lab. Chemistry Garden Practis Color Phys. Geog. Adv. U. S. Hist. Grammar 3 Grammar 1 Grammar 2 Liter. Method Pub. Speaking Literature 1 Home Econ. Gym. (Women) Music 1 Pri. Discuss.

Illinois
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Program for Second Summer Term, July 19—August 27, 1909

8:10-8:55	9:00-9:45	10:20-11:05	11:10-12:00	1:40-2:25	2:30-3:15	3:20-4:05	4:10-5:00
Civics Physics 3 Mensuration Geography 3 Rhetoric Drawing Physiology Mechan. Drawing	History of Illinois Physics 3 Arith. Method Geography 5 Grammar 2 Handwork Physiology Primary Observ.	Pedagogy Zoology Adv. Algebra Shakspeare Phonics Ancient History Grammar 3 Primary Observ.	U. S. History Zoology Geometry 2 English History Reading 1 Caesar Color	Civics Botany Percentage Geography 3 Rhetoric Drawing Benchwork	Civics of Illinois Botany Arith. Method Geography 5 Grammar 2 Benchwork Primary Method	Pedagogy Physics 3 Adv. Algebra Shakspeare Reading 2 Ancient History Benchwork Primary Method	U. S. History Physics 3 Geometry 2 English Poetry Reading 1 Caesar Applied Design

General Exercises, 9:50-10:15

Fall Program, September 13—December 3, 1909

1st Hour	2nd Hour	3rd Hour	4th Hour	5th Hour	6th Hour	7th Hour
Psychology 2 Mensuration Arithmetic 2 Entomology 11 Geography 3 Chemistry 10 Physics 10 English History 8 U. S. History 1 Civics 3a Latin Prose 15 German 1 Grammar 1 Literature 2 Reading 2 History of Art Drawing 2 Domestic Science 1 Domestic Art 4	Adv. Psychology Arithmetic 1 Percentage 4 Advanced Algebra 3 Astronomy Chemistry 10 Physical Science Nature Study 1 Zoology 3 Geography 6 Civics 3 Cicero 7 Vergil 10 Grammar 2 Literature 2 Mechan. Drawing Kindergarten Domestic Science 1 Domestic Art 4	Hist. of Education Teaching Process Arithmetic 3 Algebra 4 Geometry 1 Chemistry 9 Physics 6 Zoology 3 Geography 1 English History Caesar 4 German 4 Reading Method Orthography Drawing 2 Primary Handwork Bench Work Domestic Science 4 Gymnastics 4 Kindergarten	General Method Teaching Process Arithmetic 1 Algebra 2 Nature Study Chemistry 9 Physics 9, Lab. Geography 1 U. S. History 1 Ancient History 1 Economics 1 Science of Discourse Reading 2 Orthography Drawing 3 Design Bench Work 3 Domestic Science 4 Gymnastics 3 Kindergarten	History of Education Teaching Process Mensuration Algebra 2 Physics 2 Nature Study 1 Botany 8 Geography 3 U. S. History 1 History of Illinois Latin Method Grammar 4 Reading 2 Color Drawing 1 Manual Train. Organ. Primary Handwork Domestic Art 1 Gymnastics 1	Psychology 2 Higher Algebra Nature Study 1 Chemistry 1 Laboratory Phys. Sociology 2 Rhetoric 2 Grammar 2 Science of Discourse Reading 3 Book-keeping Bench Work Domestic Art 1 Drawing 1 Music 1 Gymnastics 1	Critiques Spelling and Writing English Poetry Chemistry 1 Laboratory Physics 2 Music 2 Kindergarten Theory Gymnastics 1a

Winter Term December 6, 1909—March 11, 1910

1st Hour	2nd Hour	3rd Hour	4th Hour	5th Hour	6th Hour	7th Hour
Teaching Process Mensuration Arithmetic 1 Percentage 4 Chemistry 11 Ele. Physics Physiology Con. Geology Medieval History 6 Grammar 2 Composition 1 Literature Method Ovid 7 Book-keeping Drawing 3 Domestic Art 5 Domestic Science 2	Teaching Process Adv. Psychology Mensuration Arithmetic 1 Chemistry 11 Physics 3 Ele. Physics Physiology Geography History of Illinois Poetry and Novel Caesar 5 Caesar Method Drawing 1 Domestic Art 5 Domestic Science 2 Mechan. Drawing Rote Songs Kindergarten Gymnastics 2	Prin. of Education Teaching Process Geometry 2 Algebra 3 Chemistry 9 Physics 7 Ele. Physics 1 Physiology Bacteriology Geography 4 U. S. History 1 History of Illinois Adv. Economics Latin 2 Reading 2 Drawing 3 Reading 3 Inter. Handwork Bench Work Cooking Kindergarten Gymnastics 2	Prin. of Education Arithmetic 2 Percentage 4 Chemistry 9 Physics 7 Ele. Physics 1 Physiology Grammar 3 Civics 3a Latin 2 Latin 16 German 5 Composition 1 Reading 1 Drawing 2 Drawing 3 Painting Bench Work 32 Cooking Kindergarten Gymnastics 2	Psychology General Method Trigonometry Elementary Physics Chemistry 4 Lab. Physics 2 and 3 Physiology Geography 4 U. S. History 1 Const. History 4 Grammar 5 German 2 Reading 1 Domestic Science 5 Domestic Art 2 Drawing 1 Esthetics Bench Work 35 Gymnastics 1	Psychology History of Education Geometry 1 Algebra 5 Chemistry 4 Biology 9 Physics Commer. Geography U. S. History 9 Grammar 5 Latin Mechanical Drawing Primary Method Domestic Science 5 Domestic Art 2 Gymnastics (Men)	Critiques English Drama Debates Writing and Spelling Kindergarten Theory Music Gymnastics (Men)

Spring Term March 21--June 2, 1910

1st Hour	2nd Hour	3rd Hour	4th Hour	5th Hour	6th Hour	7th Hour
Hist. of Education Ethics Geometry 2 Mensuration Chemistry 12 Nature Study Botany 5 Geography 1 U. S. History 1 Modern History 7 Grammar 1 Science of Discourse Vergil 9 German 6 Reading 2 Color Domestic Science 3 Domestic Art 6 Design Singing	Teaching Process Arithmetic 1 Mensuration Ele. Physics Lab. Chemistry 12 Psychology Nature Study Botany 5 Physiology 6 History of Illinois Grammar 2 Shakespeare Cesar 3 Reading 3 Mechanical Drawing Domestic Science 3 Kindergarten Gymnastics 3	School Management Psychology 2 General Method Algebra 6 Physics 8 Geography 1 U. S. History 10 Industrial History Grammar 4 Rhetoric Reading 1 Orthography Drawing 1 Adv. Construction Cooking Bench Work Kindergarten Gymnastics 3	School Management Analytics Percentage Adv. Nature Study Physics 8 Geography 2 Civics 3 Grammar 3 Science of Discourse Economics Reading Method Drawing 2 Art Organization Spelling Bench Work 33 Cooking Kindergarten Gymnastics 1	Teaching Process General Method Arithmetic 1 Physics 2 Chemistry 4 Nature Study 2 U. S. History Grammar 6 Literature 4 Horace German 3 Reading Method Domestic Science 6 Domestic Art 3 Esthetics Primary Handwork Bench Work 36 Gymnastics 3	Teaching Process Psychology Algebra 1 Algebra 2 Laboratory Phys. 3 Lab. Chem. 4 and 9 Botany 10 Geography 3 Civics 3a Cesar 3 Cicero Method Book-keeping History of Art Mechanical Drawing Domestic Science 6 Domestic Art 3 Music 1 Gymnastics 3	Critiques Botany 10 Lab. Spelling and Writing Kindergarten Theory Debating Chemistry 9 Music 2 The Novel

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∴	Statements of Courses IN DEPARTMENTS	∴
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General Pedagogy

Course One

THE TEACHING PROCESS

This course aims to give the student a clear grasp of the nature and chief problems of the school, and a knowledge of those processes, means and conditions upon which success in teaching depends. While it serves also as an introduction to and a preparation for the later work of the Normal School and aims to cultivate scholarly habits and methods, it is designed to be of suggestive practical value in itself for any student who may wish to teach before completing the Normal course.

The elements of pedagogy may be organized under three main heads; namely, (1) *instruction*, including a consideration of the aim of instruction, its essential factors, its underlying principles, appropriate means and conditions, the actual process of learning and teaching, etc.; (2) *management*, including school organization and government in their characteristic purposes and essential details, and (3) *the larger meaning of the school* in its relation to the home and the community.

One characteristic feature of this course is *observation-study*. This is a study of the actual facts and processes of school life. It gives reality and tangibility to the text-book, library, and classroom studies. White's *Art of Teaching* will be used as the text-book, to be supplemented by library reading. Among the chief references are, McMurry's *Method of the Recitation*, Hinsdale's *Art of Study*, Thorndike's *Principles of Teaching*, Salisbury's *Theory of Teaching*, Roark's *Method in Education*, Keith's *Elementary Education*, and Tompkins' *Philosophy of Teaching*.

Course Two

ELEMENTS OF PSYCHOLOGY

The primary purpose of this course is to learn the conditions, processes and laws of mental development; and to understand the motives and forces that give rise to human activity and conduct. Thus is laid the knowledge foundation for dealing with human nature in its many aspects and relations, and for intelligent attack upon the problem of teaching. Another purpose is to give a preparation for the later and more advanced courses in general pedagogy.

The subject is developed thru a study of the elements and processes of mental life, directly and vitally connected with the conditions and activities of learning and teaching. As an aid in verifying, organizing, enriching, and extending the student's knowledge a text-book is used, Angell's *Elements of Psychology*. The text-book work is supplemented by library readings from the best works on the topics studied. To make class work in library studies more real and concrete, each student observes from life and reports many instances of the mental phenomena studied. Students may have the privilege of substituting for the regular text any one of the following; Baldwin's *Elements of Psychology*, James's *Brief Psychology*, Sully's *Outlines of Psychology*, Dewey's *Psychology*, Thorndike's *Human Nature Club*, Stout's *Manual of Psychology*, Hoffding's *Outlines of Psychology*, Royce's *Outlines of Psychology*.

Leading topics.—The relation of the body organism to mental activities and development, including such topics as fatigue and temperament, different ways of getting ideas, sense-perception, imitation, suggestion, apperception, attention, habit, memory, association of ideas, imagination, thinking, language in its relation to the genesis of knowledge; feeling, including the law of interest; volition, including the law of expression and the effect of ideals upon conduct.

Summary.—(1) the evolution of an idea; (2) development thru apperceptual self-activity from lower to higher forms of thought, sentiment, and action; (3) general stages of development in the individual and the race.

Course Three

GENERAL METHOD

This course is based on the two preceding courses and looks toward the actual control of schoolroom conditions by those who take it. Except in unusual cases, this course must be taken before a student is allowed to teach in the Model School.

The aim of the course is to present those ideas and principles which are operative in effective teaching. Constant reference is made to schoolroom conditions so that the principles discussed may be apprehended concretely. To get pupils ready for effective teaching is a good statement of the purpose of the course. Much of the criticism of the work of student-teachers is in terms of the ideas advanced in this course.

The leading topics are:—(1) the essentially social character of the aim and materials of the school; (2) the great ways of learning and their demands upon the method of teaching; (3) the relation of thought to expression in school education; (4) discipline and instruction as the two phases of the process of education in the school; (5) the organization of subject matter into teaching units; (6) the technique of questioning; (7) class interest and attention; (8) reactive behavior and initiative.

Texts: Keith's *Elementary Education*; McMurry's *General Method*.

Course Four

PRINCIPLES OF EDUCATION

The ultimate principle of education found in the nature of life. Definition of education, its aim and agencies. Education as disciplin; intellectual, moral, and physical education; derivation of educational principles and maxims. Spencer's *Education*, Bagley's *The Educative Process*, are the books most consulted. This course investigates the significance of the theory of evolution in education; Education as adjustment, the theory of recapitulation, effort and interest, work and play, problems of adolescence and the general laws of mental growth.

Each student, is required to prepare and present to the class for discussion a careful study of some pertinent topic.

Course Five

1. SCHOOL ORGANIZATION, SUPERVISION AND MANAGEMENT

(a) The nature of institutional life in general. (b) The fundamental law of the school. (c) The logical evolution of the school thru its fundamental law. (d) The school at work under the law of its constitution. (e) The social and ethical training in the working of the school. (f) A detailed discussion of the problems of school supervision. Textbooks: Tompkins' *Philosophy of School Management*, Burrage and Bailey's *School Sanitation and Decoration*, White's *School Management*.

2. THE SCHOOL SYSTEM OF ILLINOIS. Its historical development, its defects. School law as embodied in statutes and judicial decisions.

Course Six

Educational development from the Fifteenth Century. This course includes a study of educational thought and practice from the Renaissance to the present day. It may be taken as a substitute for courses five or six.

Course Seven (For Advanced Students)

THE HISTORY OF EDUCATION

This course covers an entire year. The first term includes a survey of ancient, oriental, and medieval education. The second term includes the changes from the Renaissance to Pestalozzi. The third term is occupied with educational developments of the nineteenth century.

The aim of the course is to enable the teacher to get his educational bearings, to learn of the development of educational ideals, and of the influences that have shaped the course of study and determined educational practice.

Textbook: Monroe. The course includes copious references to the leading educational writers of each period. The library is well supplied with necessary material.

This course will be taught in 1909-10.

Course Eight (For Graduate Students)

ADVANCED PSYCHOLOGY (two terms) AND ETHICS (one term)

Illinois
State
Normal
University

The first two terms of this course are devoted to a study of educational psychology by the genetic method. While attention is given to mental evolution in the race and to some of the more educationally significant pathological aspects of mind, the chief emphasis is placed upon the genesis of the elements of personality in the individual as these elements (intelligence, emotion, volition) normally appear under the influences of heredity and environment between infancy and maturity and become organized in character.

Parallel with the view of the factors, processes and stages of individual development runs a critical estimate of what courses of study, methods of teaching, and modes of organization and government are most suitable and effective for education from the kindergarten through the high school.

As psychology seeks a view of the genesis of the individual from instinctive reactions to conscious, voluntary control, from sense-perception to general truths and logical thinking, from sensuous feeling to higher human sentiments, and from consciousness of physical and individual self to a spiritual and social self, so ethics aim to reveal the factors and processes in the moral genesis of the individual. But ethics also gives attention to the evolution of ethical ideas and conduct in the race and to some of the more significant phases of criminal development—its characteristics, causes, prevention, and remedies.

Method in Arithmetic

Course One

METHOD IN ARITHMETIC FOR THE FIRST SIX SCHOOL YEARS (12 weeks)

The Purpose.—To arrive at the logical order of number knowledge, to derive its processes from simple counting, and to develop and illustrate the principles and methods of instruction in the primary and intermediate grades, with observation and analysis of work in the Training School. The Illinois State Course of Study forms the basis of the work. Text: Cook and Cropsey.

This course is required of all students. Graduates of approved high schools need take no other course. Students with partial high school courses or with some experience in teaching grammar grades should take as prerequisite Course 2. Students without high school training or its equivalent should take as preparatories Courses 3 and 4, instead of Course 2.

Course Two

PERCENTAGE AND MENSURATION (12 weeks)

The purpose of this course is to arrive experimentally at modes of measuring areas and volumes, the processes of evolution, and the

Annual laws of similar figures, and to inform the student as to the conditions
Catalog and that obtain in carpeting, papering, land and lumber measure, the
Course of measurement of heights and distances, and in practical problems in
Study commercial applications of percentage. It includes all the topics of
the seventh and eighth years of the State Course of Study. Text:
Cook and Cropsey.

Course Three

INDUCTIV GEOMETRY AND MENSURATION

The principal truths of plane and solid geometry are developed experimentally and applied to practical problems in mensuration. This course is intended for students who have never studied geometry.

Course Four

PERCENTAGE AND BUSINESS ARITHMETIC (12 weeks)

The cases of percentage as related to fractions and integers, profit and loss, commission, stocks, interest, insurance, banking and exchange, compound interest and annuities. The course is devoted mainly to teaching the usages of the commercial world in these subjects. Text: Cook and Cropsey.

Method in Bookkeeping

Course One (Six Weeks)

This course has for its aim to prepare teachers for the work in bookkeeping outlined in the State Course of Study.

From a study and comparison of a number of individual accounts—cash, merchandise, and personal—the principles of debit and credit are derived. These principles are then applied to the handling of six or more sets of accounts, beginning with the simplest and including some which require some knowledge of notes and drafts and their use in a system of money exchange. In connection with the study of a set of accounts, the purpose and form of the day-book and journal, and their combination in the explanatory journal, are learned. Most of this work is done in the class. Outside of the class pupils use the Sadler-Rowe Budget System, which teaches how to prepare many kinds of business papers, as well as how to keep the journal and ledger. Work in the budget is completed to page 53. In the fall and spring terms a longer course is taught.

Method in Algebra

The function, scope, and logical order of Algebra, its relation to arithmetic, its notation and fundamental ideas. Principles derived inductively from concrete problems, and afterwards by rigorous deduc-

tion from definition. Especial attention is paid to the language of algebra, to describing and relating algebraic processes, and to the mode of developing the more difficult topics. The work includes quadratics and series, and is offered in three forms. An additional elective course is offered in Higher Algebra.

*Illinois
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Normal
University*

Course One

TAYLOR'S ELEMENTS OF ALGEBRA

Prerequisite: A strong high school course in Algebra equal to the requirement of the best colleges.

Course Two

TAYLOR'S ELEMENTS OF ALGEBRA, CHAPTERS I-XV

Positive and negative numbers, the fundamental operations of integral literal expressions, factoring, systems of linear equations.

Course Three

CHAPTERS XV-XXXIII

Evolution, surds, imaginary and complex numbers, quadratics, theory and exponents, series, binomial theorem and logarithms.

Courses 2 and 3 are for students who have had only a partial course in algebra. Together they count as the equal of Course 1.

Course Four

TAYLOR'S ELEMENTS OF ALGEBRA. CHAPTERS I-X

Positive and negative numbers. The fundamental operations of integral literal expressions, linear equations in one unknown, factoring. (12 weeks).

Course Five

CHAPTERS XI-XX

Highest common factor and lowest common multiple, fractions and fractional equations, systems and linear equations, evolution, irrational numbers and surds, imaginary and complex numbers, quadratics to one unknown. (12 weeks).

Course Six

CHAPTERS XXI-XXXIII

Irrational equations, higher equations, inequalities proportion, theory of exponents, indeterminate equations, theory of limits, series, binomial theorem, and logarithms. (12 weeks).

Courses 4, 5 and 6 are for students who have not studied Algebra. They count as the equivalent of Course 1.

College Algebra (For Graduate Students)

This course covers the following topics: Undetermined coefficients, the binomial theorem, logarithms, exponential and logarithmic series, permutations and combinations, probabilities, continued fractions, the summation of series, the general theory of equations, the solution of higher equations, and the elements of determinants. Prerequisite: Course 1, 3, or 6. Fall term and first summer term.

Method in Geometry

Courses One and Two

THE GEOMETRY OF EUCLID

These courses cover the ordinary high school work in plane, solid, and spherical geometry. Special attention is paid to the process of reasoning, and to the method of attack. About one-third of the time is devoted to original demonstrations. Two main ends are kept in view: to equip the students with the forms of deductive reasoning, and to make the study a drill in precise thinking and accurate, perspicuous expression.

Courses 1 and 2 are required of all students that have not had previously strong courses in geometry. Students following the two-year program should take Course 2 unless they have previously completed a strong course in solid geometry. Text: Phillips and Fisher, Complete Edition.

Trigonometry (For Graduate Students)

This course includes the theory of trigonometry both in the plane and on the sphere, as well as the ordinary applications in surveying and astronomy. Prerequisites: Plane and solid geometry, Algebra. Winter term only. Text: Phillips and Strong, with tables.

Analytical Geometry (For Graduate Students)

This course covers the ordinary analytical methods of investigation, the general properties of conics, and a brief course in the analytical geometry of three dimensions. Prerequisites: Trigonometry and Algebra. Spring term only. Text: Ashton.

Course in Elementary Astronomy

This course is intended to give students such an insight into the organization of the solar system and the problems of Astronomy as will enable them to read an almanac, and teach mathematical geography intelligently. As far as possible, numerical facts are derived mathematically, from the original data. Text: Todd's Elements.

Extensiv reading in the library is required in addition to the regular text.

*Illinois
State
Normal
University*

This course is given in the fall term, provided it is elected by at least ten students. Prerequisite: Plane Geometry.

Courses in Physical Science

Course One

ELEMENTS OF PHYSICAL SCIENCE. Winter and Spring terms. (5 hours per week)

The purpose of this course is three-fold: 1. To lead the student into the habit of observing and studying carefully the elements of physical science as applid in every-day life; 2. to equip him for efficient work in the teaching of nature study in the physical world in the graded or ungraded schools; 3. to furnish him with clearer conceptions of those physical principles which underlie the study of geografy, physiology, botany and zoology.

All students who have not taken a course in physics are required to take this course as a prerequisite to all work in geografy, or biological science.

The course covers in a simple way but with much experimental work, the following topics: Elementary meteorology with daily non-instrumental observation thruout the term and instrumental observation for one month, the physical principles involvd in such wether study; study of lighting systems of the past and present; study of heating systems of the past and present; study of primitiv water supply and present systems for home supply; soil physics; ventilation; simple sanitation of home and school surroundings.

The experimental work deals with evaporation, condensation, air weight, air pressure, air currents, temperature mesurements, combustion and oxidation, diffusion of heat, percolation of soil water, composition (solid and volatil matter) of common fuels, distillation of crude petroleum, etc. About one-half of the experimental work is done by the class and the rest as demonstrations. Very complete and systematic notes are required and both subject matter and form and composition are daily criticized by the teacher.

In general, the work of this course is largely determind by the phenomena which daily confront the student.

Text-book: Printed notes upon The Elements of Physical Science.

Courses Two and Three

PHYSICS. (3 hours per week recitation, 4 hours per week laboratory work, counting as 5 hours) Course 2, fall term and first summer term; Course 3, winter, spring and both summer terms.

This is a two-term course in physics required of all candidates for graduation who have not taken a one-year laboratory course in

Annual Catalog and Course of Study physics accredited at the University of Illinois, or its equivalent. Considerable attention is given to the application of physics to daily life, and so far as possible the principles are developed out of a study of familiar phenomena. The laboratory work is followed not as an end in itself but as a further means of securing clear conceptions of the principles and phenomena under consideration. So far as is possible, each new unit of subject matter is attacked simultaneously in the three ways; by experiment, by class demonstration, and by use of text. By lesson unit is meant such a group of closely related facts as may be covered in two or three days or a week.

Course 2 covers the topics:

Mechanics of solids, liquids, and gases; heat.

Course three covers the topics:

Magnetism; electricity; sound and light.

Prerequisites: Algebra and geometry and Course 1 or its equivalent.

Text-books for Courses 2 and 3.—First Course in Physics, by Millikan and Gale. Laboratory Exercises in Physics, Twiss. Other recent high school texts for reference.

Course Four

ELEMENTARY CHEMISTRY. (3 hours per week recitation, 4 hours per week laboratory work, counting as 5 hours). Winter, spring, and first summer term.

This is a brief course in chemistry required of all candidates for graduation who have not taken a course in high school chemistry accredited at the University of Illinois or its equivalent. It is a rather intensive study of the underlying principles of the science. An effort is made to consider only those laws, theories and processes which are *essential* to the science. The work is confined to a limited number of the more common elements and compounds but the relation of the subject matter considered to daily life is strongly emphasized. Many of the laboratory exercises are quantitative in nature. The atomic theory is studied only after the *facts of chemical combination* are well understood. Chemical equations are given only the relative importance due them. Considerable attention is given to the changes in energy which accompany chemical changes. In general, it is intended to make the courses of the greatest benefit to the prospective teacher in the graded and ungraded school.

The course covers a study of oxygen, hydrogen, water, nitrogen, air, chlorine, acids, bases, salts, carbon and the oxides of carbon, pollution of air and water supply, and the Babcock milk test.

Prerequisites:—Course in physics with laboratory work.

Text-books:—Newell's Descriptive Chemistry, and Newell's Experimental Chemistry.

Course Five

*Illinois
State
Normal
University*

METHOD IN PHYSICAL SCIENCE FOR THE ELEMENTARY SCHOOLS
(5 hours per week). Fall Term.

This course is the only course in physical science required of graduates of four-year high schools who have taken accredited courses in physics and chemistry. The purpose of the course is to build up a course in nature study in the physical world. It contemplates the following ends:

(a) The discovery of the pedagogical basis for the study of physical science in the elementary school.

(b) The consideration of a course of study involving the physical sciences in their relation to daily life.

(c) Occasional observation of work in the Training School.

Prerequisites:—High School Physics and Chemistry.

Text-book:—Printed notes, The Elements of Physical Science.

GRADUATE COURSES

In the following courses the emphasis is placed upon the application of the principles in daily life rather than upon an academic treatment of the principles themselves. It is intended that these courses shall produce resourceful high school teachers, therefore every effort is made to keep close to high school methods and high school materials.

PHYSICS

Course Six

MECHANICS AND SOUND. (3 hours per week recitation, 4 hours per week laboratory work, counting as 5 hours). Given in 1909-10.

Prerequisites:—High-School physics and trigonometry.

Texts:—Ames' General Physics, and Manual of Experiments by Ames and Bliss.

Course Seven

MAGNETISM AND ELECTRICITY. (3 hours per week recitation, 4 hours per week laboratory work, counting as 5 hours). Winter term. Given in 1909-10.

Texts are same as for Course Six with Measurements in Magnetism and Electricity by Hoadley.

Course Eight

HEAT AND LIGHT. (3 hours per week recitation, 4 hours per week laboratory work, counting as 5 hours). Spring term. Given in 1909-10.

Prerequisites:—High School Physics and Trigonometry.
Texts are same as for Course Six.

CHEMISTRY

Course Nine

ADVANCED CHEMISTRY. Metals, Non-metals and Carbon Compounds. (3 hours per week recitations, 4 hours per week laboratory work, counting as 5 hours). Spring term.

This course is intended to follow Course 4 and completes the subject of General Chemistry.

Prerequisites:—High School Physics and Course 4 in Chemistry.
Text-books:—Newell's Descriptive and Newell's Experimental.

Course Ten

QUALITATIVE ANALYSIS. (10 hours of work per week counting as 5 hours). Fall term.

Prerequisites:—Courses 4 and 9 or equivalent.

Text:—Qualitative Analysis, Dennis and Whittelsey.

Course Eleven

INDUSTRIAL CHEMISTRY. (3 hours per week recitation, 4 hours per week laboratory work, counting as 5 hours). Winter term.

The purpose of this course is to give the teacher preparing for high school work a good knowledge of the application of chemistry to the industries, that he may in turn enrich his high school course with practical applications. The course is informational rather than technical, and the laboratory work consists of quantitative examinations rather than quantitative analyses.

Prerequisites:—General Chemistry and Qualitative Analysis.

Text:—Thorp's Industrial Chemistry.

Course Twelve

SANITARY CHEMISTRY. (3 hours per week recitation, 4 hours per week laboratory work, counting as 5 hours). Spring term.

This course like Course 11 is informational rather than technical. It consists of a careful study of air, water, and foods from a sanitary point of view. The laboratory work covers air and water analysis, and the detection of food adulterations.

Prerequisites:—General Chemistry and Qualitative Analysis.

Course Thirteen

LABORATORY ASSISTANT

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State
Normal
University*

Method in Physics and Chemistry for the high school. (10 hours per week, counting as 5 hours). Any term.

This course deals with both the theoretical and the practical questions arising in the management of an elementary course in physics or chemistry. The course contemplates the following ends, on the side of:—

- Theory: 1. Purpose of a high school course in physics or chemistry.
2. Method of presentation of subject matter.
3. The problem of securing profitable notebook work.
4. The most profitable work in the poorly equipped laboratory.

Practis:—1. Designing, making, and testing simple apparatus for the laboratory.

2. Laboratory assistant Course 2, 3, or 4.

3. Helping to care for note books.

Prerequisites:—Courses 2, 3, 4, and 9.

Text-book:—The Teaching of Physics and Chemistry in Secondary Schools, Smith and Hall.

Courses Fourteen and Fifteen.

APPARATUS CONSTRUCTION AND PHYSICAL MANIPULATION.

(Each course is a graduate major)

The work of this course will in part be done in the Manual Training Department. It consists in the designing and construction of new apparatus; in the repair of old apparatus; and in learning such processes as purifying mercury, care of primary and storage batteries, silvering mirrors, metallic plating, glass working, metal working, and fotografy.

Prerequisites:—1 credit of bench work, 1 credit of mechanical drawing, several courses in physics and chemistry.

PHYSICAL SCIENCE GROUP OF GRADUATE COURSES.

1. One year of Physics. Courses 6, 7, and 8.
2. One year of Chemistry, Courses 10, 11, and 12.
3. One year of Mathematics, College Algebra, Trigonometry, and Analytical Geometry.
4. One year of Special Training, Courses 13, 14, and 15 of Physical Science Department.

Biology

Course One

Nature-Study: Fall Aspect. The aim is to give a broad view of living nature and to form habits of close observation and thoughtful interrogation. Effort is made to encourage the seeking of explanations of phenomena observd. The work is based largely on the life found on the campus, in the school garden, and in the greenhouse. Emphasis is placed on the economic relations. Study of insects in their relation to trees, shrubs, and herbs on the campus, to garden plants and fruit trees, and to the home. Friends and foes are distinguisht and methods of combating pests are studied. Other subject-matter is the following: plant propagation; flowers and pollination; common fungi and some of the fungous diseases of plants; weeds in their relation to cultivated plants; identification of common trees and birds. An accurately written and carefully corrected notebook with some drawings forms an important part of the course. Essays are written upon assignd topics. Fall term.

Course Two

Nature-Study: Spring Aspect. Essentially supplementary to Course 1. but also open to students entering in the winter or spring terms for the first time. This course completes the year of elementary science required of all students in the first year of the four-year course. The general plan is the same as in Course 1. Much of the work is based directly upon the school garden. It includes germination tests and studies; transplanting and grafting; growth of plants with simple experiments showing relation of soil and moisture; small fruits and their enemies; trees and birds continued. Continued attention is given to the notebook. Essays on nature topics are written and corrected as in Course 1. Spring term.

Course Two A

Identification of Birds. A half-credit course involving semi-weekly early morning excursions with field glasses, a study of the collections of bird skins in the Museum and assignd readings and reports. Ability to identify redily about one hundred birds is involvd. Spring term.

Course Three

Elementary Zoology. Study of a series of animals representing all the large groups; field and laboratory study of living specimens; dissection; collection of insects; microscopic study of protozoa; notes and drawings of all observations. Effort is made to acquire real acquaintance

with the life and habits of the forms studied, their enemies and modes of escape or protection, and their economic relation. Stress is laid on the evidences of evolution. Fall and summer terms.

Illinois
State
Normal
University

Course Four

The Human Body The anatomy, physiology, and hygiene of the human body are considered from the biological standpoint. The organs and their functions are considered together. The order of topics is as follows: alimentation, digestion, absorption, circulation, respiration, excretion, the muscles, the bones, the nervous system, the special senses, hygiene. The dissection of mammals, experiments with digestive fluids, simple experiments with bacteria, microscopic examination of tissues, and the keeping of a notebook are included in the course. The last three weeks are devoted to sanitation and hygiene and involve considerable library work, no single text being used for this purpose. Prerequisites; Elementary Physics and Zoology. Winter, spring and summer terms. (Hough and Sedgwick.)

Course Four A

A similar course, without prerequisite of elementary physics and zoology, offered to permit rural school graduates to attain minimum qualification for second grade certificates: not recommended for students whose time will permit fuller preparation. Winter and summer terms.

Course Five

Elementary Botany. A general course in the elements of plant physiology, morphology, and ecology. The work falls under the following heads: the nutritive organs of seed plants and their work, beginning with the leaf; representative lower plants, establishing an evolutionary sequence from unicellular algae to seed plants; the reproductive organs and the gametophyte generation of seed plants studied in the light of the morphology of simpler plants; the great groups of seed plants with special reference to local flora; plant societies. Carefully arranged notes and drawings, and, in the latter part of the course, a small herbarium are required. Spring and summer terms.

Course Six

Entomology. The work is based on the insect life in the vicinity of Normal. Field observations are made with stress laid upon the ecological and economic relations of insects and insect societies. In the laboratory types are studied with special reference to adaptive structures. Each student is expected to work out in detail the life history of at least one type of insect. The collection, preservation and mounting of specimens with classification is required. Fall term.

Course Seven

Nature Study: Method and Materials. Designed for students who have completed high school courses in biology and desire to prepare for teaching nature study in the grades. In addition to the work outlined

Annual Catalog and Course of Study in Course 2, it includes a general survey of the educational bearings of the subject with extensiv readings; study of methods and materials in the grades with modifications for rural schools,—this work being based upon the course in operation in the Model School; discussions and reports on the literature of the subject; plans and devices for making apparatus and preparing illustrativ material. When practicable the student may prepare material under direction at his own expense to be his own property. Attention is given to the use of garden materials and the management of school gardens. Spring and summer terms.

Graduate Courses Offered in 1909-10.

Course Eight

Algae, Fungi, Mosses, and Ferns. A detaild study of representiv types of the thallophytes, bryophytes, and pteridophytes. The greenhouse furnishes abundant living material for this work after the out-of-doors supply has been killd by the frost. Students in this course have a small laboratory for their exclusiv use and can arrange for additional hours of laboratory work as freely as their schedule and other duties permit. Lectures twice weekly; laboratory and quizzes, double periods, three times weekly. Fall term.

Course Nine

Organic Evolution. Three or four of the classic works in organic evolution are red and discust. The current contributions to the subject are given consideration. The preparation of a monograf upon an assignd topic, mainly involving compilation of material, is required. Winter term.

Course Ten

Seed Plants, and Laboratory Management. Designd for Students who have completed a satisfactory course in elementary botany and desire to prepare to teach botany in high schools. Morphological study of local gymnosperms and angiosperms. Theory of classification and evolution of angiosperms and systematic study of the families of local importance. The local plant societies. Laboratory management twice weekly with classes in elementary botany. Opportunity is given for the preparation of permanent microscopic slides which become the personal property of the student upon payment of the cost of materials consumed. Daily lectures and quizzes. Spring term.

Course Ten A

For students who have had elementary botany but do not plan to teach botany Identical with Course 10 save for the substitution of additional field and laboratory work for practis in laboratory management.

Method in Geography

*Illinois
State
Normal
University*

Course One

ELEMENTARY PHYSIOGRAPHY

The earth as a planet; the atmosphere; the ocean; the land. Treatment topical with emphasis on those parts of most use to the teacher of geography in the grades. Local field lessons, one Saturday excursion, weather observations, simple experiments, study of topographic maps, etc., give concreteness to the work. The work covers many points of the Fourth-Year Work in State Course of Study; also physical and mathematical geography of Seventh and Eighth Years.

This course or its equivalent is prerequisite to all other courses in the department.

Texts: One of the following: Davis's Physical Geography, Dyer's Lessons in Physical Geography; Gilbert & Brigham's Introduction to Physical Geography; also Jackson's Astronomical Geography. (12 weeks).

Course Two

HUMAN GEOGRAPHY

Influence of natural conditions on the development of the occupations of man. Topography and climatic conditions of the earth; vegetation zones as determined by natural conditions: relation to human activity. Typical regions studied; general application to all regions of similar conditions. The course deals mainly with those topics given under the topical outline for the study of a continent in fifth and seventh years of the State Course of Study.

For students following the two- or three-year program.

Texts: Herbertson's Man and His Work; Tarr and McMurry's Complete Geography; Longman's New School Atlas. (6 weeks).

Course Three

TYPE STUDIES

Covers essentially the same ground as Course Two with a larger selection of typical regions, and more extensive library reading.

For students of the four-year program.

Text: Same as Course 2. (12 weeks).

Course Four

GEOGRAPHY OF NORTH AMERICA

Introductory study of the continent as a whole: detailed study of the United States by physiographic and industrial regions: briefer study of other countries of North America. Natural conditions as influencing industrial development considered throughout the course. Extensive library reading required. Deals with topics of State Courses of Study pertaining to North America in fifth, seventh, and eighth years.

*Annual
Catalog and
Course of
Study* This or the following course is chosen by students to complete the work of geography in either of the regular programs.
Texts: National Geography Monographs Nos. 1, 2, and 3. Tarr and McMurry's Complete Geography. (12 weeks).

Course Five

COMMERCIAL GEOGRAPHY

Conditions both natural and artificial, favoring commercial development; study centered about commodities of wide use as food, clothing, shelter, etc. Commodities of importance in United States given fullest treatment. Most important commodities of each continent considered. Causal idea in geography prominent thruout course. Extensiv library reading required. Deals with industrial topics of the fifth, seventh, and eighth years of State Course of Study.

This, or Course 4, is chosen by students to complete the work of geography in the regular programs.

Texts: Adams's Commercial Geography and Longman's Atlas. (12 weeks).

Graduate Courses

The graduate courses in geography are open to students who have completed the required work of the previous courses. This includes three of the five courses outlined: Courses 1, 2, or 3; 4 or 5.

Course Six

GEOGRAPHY OF EUROPE

An introductory study of Eurasia as a land mass with more detaild consideration of the physiography, climate, vegetation and peoples of Europe. A regional study of the continent dealing with leading countries, their relation to each other, to the United States, and to the rest of the world. Special topics for library study.

Texts: Mill's International Geography; Longman's New School Atlas. (12 weeks).

Course Seven

ADVANCED PHYSIOGRAPHY

Life history of land forms; study and construction of maps and models; field lessons, meteorology; study and construction of wether maps: oceanography. Chief topics of Course 1 treated from the standpoint of the teacher with much library reference reading, field and laboratory work. For high school teachers.

Text: Salisbury's Physiography. (12 weeks).

Course Eight

METHOD IN GEOGRAPHY

*Illinois
State
Normal
University*

Scope of geography as a school study; the basis of a course of study, its orderly development and methods of presentation in the grades and the high school. Detailed work on a limited portion of the course of study by each member of class; preparation of reference lists for collateral reading; observation in training department. For superintendents, principals, and special teachers of geography. (12 weeks).

A Correspondence Course

By request the Geography of Europe was given as a correspondence course during 1908-9. The excellence of the work sent in by the students thus requiring the course leads to the formal announcement of the course for the year 1909-10.

The work consists of thirty-six written lessons and a final examination.

Definite assignments will be made for each lesson and specific directions for study and written report on each lesson will be given.

The final examinations will be based on the work covered in the lessons and may be taken at Normal at the opening of the summer term of 1910 or examination questions will be sent to the county superintendent if the student makes arrangements with him for writing during the forenoon of a regular county examination day, the papers to be forwarded by him to Normal.

Books Required

A student taking this course should own or have ready access to the following books;

1. Mill: International Geography. D. Appleton & Co., \$3.50.
 2. Longman's School Atlas. Longman's, Green & Co. \$1.50.
 3. Tarr & McMurry: Complete Geography, Illinois Edition. The Macmillan Co. \$1.00
 5. Carpenter: How the World is Fed. American Book Co. 60c.
 6. Carpenter: How the World is Clothed. American Book Co. 60c.
 7. Adams: Commercial Geography. D. Appleton & Co. \$1.30.
 8. Day: A History of Commerce. Longmans, Green & Co. \$2.00.
 9. Herbertsen: Man and His Work. The Macmillan Co. 60c.
 10. Johnson: Mathematical Geography. American Book Co. \$1.00.
 11. Morse's Sun-Path Dial. Central Scientific Co. 25c.
- NOTE—All firms above have Chicago offices.
12. Gannett: Statistical Abstract of the World. John Wiley & Sons. New York. 75c.

CONDITIONS OF ADMISSION TO THE CORRESPONDENCE COURSE

1. The above list of books.
2. No tuition is charged, but a registration fee of two dollars is to be sent to the President of the Normal University.

SUGGESTIONS

1. Five or more hours of concentrated work per week will be needed.
2. The lessons should be sent as rapidly as prepared. One lesson per week is desirable.
3. The course will be a good preparation for teaching the State Course altho the treatment will not follow the State Course specifically.
4. A Major credit—12 weeks—will be allowed for the work when completed. No fractional credit will be granted.
5. The written lesson will be carefully read, criticized, and returned if stamps for return postage are enclosed.

For further information address Department of Geography, Illinois State Normal University, Normal, Illinois.

Economics, Sociology, and Industrial History

Course One

ECONOMICS

Most high school graduates come to the Normal School without having had any work in economics. This course, consequently, includes an academic treatment of the subject.

Economic Theory. In the main as developed in Bullock's Introduction or Seligman's Principles of Economics, but with more attention to controverted tenets and with constant appeal for illustration to industrial facts of the past and the present. Some of the more difficult steps are taken in the classroom and made clear thru concrete problems before the pertinent portions of the text are read.

Supplementary Reading. Three or four hundred pages upon some one or more topics selected by the student, the topics and the books involved having been submitted for approval.

The whole course is especially designed to help teachers in handling the industrial and the economic phases of the common school branches. The Normal School quarterlies upon the Tariff Question in American History and Our Money History are read and discussed. (Fall, spring, and first summer term).

Course Two (For Graduate Students)

SOCIOLOGY

This course includes a discussion of the scope of sociology and of its relation to the special social sciences; of the nature of society, of its constituent elements and of the relation between the individual and society, of social evolution from consanguin organization thru the era of the state to internationalism. The more practical phases of the subject receive attention. The facts pertaining to population form the basis for a discussion of problems of immigration, of rural and of city life. Social questions connected with the family organization, or arising from our system of labor, or from the unequal distribution of wealth, and in particular those of special interest to teachers—such as the state's treatment of dependents, defectives, and delinquents—receive attention. (Fall term).

*Illinois
State
Normal
University*

Course Three (for Graduate Students)

ADVANCED ECONOMICS

A study of two or three great economic topics and of the questions of the day connected therewith. Two of the topics for the winter of 1909-10 will probably be American Railway Transportation, and Local and State Taxation in the United States. (Winter term).

Course Four (for Graduate Students)

ENGLISH AND AMERICAN INDUSTRIAL HISTORY

The study of English industrial history is based upon Cheyney's Industrial and Social History and Gibbins's Industry in England. Co-man's Industrial History of the United States is used. (Spring Term).

History and Civics

Course One

History of the United States: An elementary study of the leading events in American History. In this course an attempt is made to gain some insight into the method and spirit of historical study. A course of study for the graded schools, the organization of material and the use of reference books and other aids are discust. Text: McMaster.

Course Two

HISTORY OF ILLINOIS

A survey of the history of the Illinois country and its people down to the present day. The method is largely topical based upon library studies. Smith's Student's History of Illinois is the textbook.

Course Three

The Civil Government of the United States and Illinois: In this course civil government is considered a phase of history. The origin and growth of laws and institutions are carefully traced. The right and duty of the citizen, his relation to the Nation, to the State and to the other units of government from the more essential topics. The duties which the Nation and State owe to the citizen are also dwelt upon. In tracing these mutual relations the *machinery* of government is studied, and also the effect, of its working as seen in history. Texts: Fiske and Trowbridge.

Course Four

CONSTITUTIONAL HISTORY OF THE UNITED STATES

A study of the development of American political institutions. Text: Woodbury and Moran.

Course Five

ANCIENT HISTORY

This course carries the student from the earliest historical period to the invasion of the Roman empire by the northern barbarians. It shows early peoples coming out of the legendary haze into the sunlight of history, and reveals the contribution made by each toward the civilization of the race. It furthermore shows that while nations rise, flourish, and decay, that which is vital in the civilization of any one of them does not die, but enters into the life of another which is prepared to carry it to a higher degree of perfection. The indettedness of the present to the past is thus made clear. Particular attention will be given to the ancient republics, and the cause of their rise and downfall carefully noted. The effect of the introduction of Christianity will be considered at length. Text: West.

Course Six

MEDIEVAL HISTORY

In this course the following topics will be considered, the origin and development of institutions, and the progress of the people receiving the greater emphasis.

The historical point of view. Western Europe before the barbarian invasions. The breakup of the Roman empire. The rise of the papacy. Charlemagne, and the disruption of his empire. Feudalism and chivalry. The development of France. England in the Middle Ages. Germany and Italy in the 10th and 11th centuries. Conflict between Gregory VII. and Henry IV. The Hohenstaufen emperors and the Popes. Mohammedanism. The Turks. The Crusades. The Medieval church at its height. Heresy and the friars. Condition of the people in the country and towns. The culture of the Middle Ages. The Hundred Years' War, Popes and councils, The Italian cities and the Renaissance, Europe at the opening of the 16th century. Text: Robinson's History of Western Europe.

Course Seven

MODERN EUROPEAN HISTORY

In this course the religious and political revolutions, with the unification of Italy and Germany will receive most attention. The Lutheran and Calvinistic reformations, the French Revolution, the unsuccessful attempts of 1848, with the influence which each of those movements exerted upon the progress of the people will receive the chief consideration.

The following topics will be considered: Germany before the Protestant revolt. Martin Luther and his revolt against the church. Course of the revolt in Germany; in Switzerland; in England. The Catholic reformation. The Jesuits. Philip II. The Thirty Years War. Struggles in England for constitutional government. Ascendency of France under Louis XIV. Rise of Russia and Prussia. Peter the Great. Frederick the Great. Expansion of England. Eve of the French Revolution. Causes leading to the revolution. The revolution. The first French republic. Napoleon Bonaparte. Europe and Napoleon. Europe after the congress of Vienna. The attempt of 1848. Louis Napoleon. Unification of Italy; of Germany. The Europe of today.

Text: Robinson's History of Western Europe.

Graduate Courses

Course Eight

ENGLISH HISTORY

English history from the accession of Henry VIII. The influence of English history upon that of America receives particular attention.

Text: Cheyney; supplemented by extensive library work.

Course Nine

ADVANCED UNITED STATES HISTORY

An advanced course covering the colonial period and the period of Federalist ascendancy. Text: Channing, supplemented by extensive readings in Bancroft, Parkman, Fiske, and the American Statesman Series.

Course Ten

THE GROWTH OF THE AMERICAN NATION

A thorough study of the development of American Civilization from the inauguration of Thomas Jefferson. Text: Channing. Schouler, Rhodes, and the American Statesman Series furnish most of the supplementary material.

Courses 8-10 will be taught in 1909-10.

Course Eleven

The History of Modern Europe from the beginning of the Modern period to the close of the 17th century.

In this course special attention is given to the Protestant Reformation, the causes leading to it, its spread into the different countries, and its effect upon their civilization.

Supplementary reading:

1. The Cambridge Modern History Vol. II. Chaps. 4 and 11.
2. Kitchin's History of France, Vol. II. pp. 286-439.
3. The Cambridge Modern History Vol. IV. pp. 1-255.

Course Twelv

The History of Modern Europe from the rise of Prussia to the present.

The Political Revolutions, with their causes and effects, form the main topic for study in this course. The French Revolution, with its destructive and constructive tendencies, is studied with quite a degree of fullness.

Text in courses Eleven and Twelv is Schwill's History of Modern Europe, supplemented by extensive readings in general histories of Europe and in special histories of several of the countries. The library is well supplied with material in both of these courses.

Supplementary reading:

1. The French Revolution, Vol. VII.,
2. The Revolutionary and Napoleonic Eras, 1789-1815, in Cambridge Historical Series.
3. European History from 1815 to 1899. By Allison Phillips.

Course Thirteen

The History of Civilization in Europe.

Text: Guizot.

Courses 11, 12, 13 will be taught in 1910-11.

Literature

Four regular courses in literature, of one term each, are given in the Normal Department. In these an effort is made to bring students to a clearer knowledge of the nature of literature and its relations to life, in order that they may determine more intelligently what they should aim at in teaching literature themselves, what should control their choice of literature to be read with pupils, and how they should handle what they read. To this end there are studied in several courses as many types of literature as time permits.

The common neglect of the artistic aspect of literary forms, the fundamental relation of form, whether prose or verse, to the life it embodies and expresses, makes it necessary to give explicit attention to these things. Especially as far as time permits, study is made of the various elements of poetic expression, and students are expected to get such elementary knowledge of the subject as the handbooks of Gummere, Johnson, and Corson can give them.

Illinois
State
Normal
University

Course One

POETRY AND THE NOVEL

Classroom study of the minor epic in Matthew Arnold's *Sohrab and Rustum*, and of the novel in George Eliot's *Silas Marner*. Outside of class a further study is made of narrative verse, usually Tennyson's *Princess* or the *Idylls of the King*, and of the novel in one of Scott's or Hawthorne's novels. The results of this study are reported in an essay by each member of the class and are discussed in class. In 1909-10 *The House of the Seven Gables* and *The Princess*.

Course Two

POETRY, ESSAYS OR SPEECHES, AND THE NOVEL

Narrative and lyric verse in the volume of selections from Wordsworth made by Matthew Arnold and the great epic in *Paradise Lost* form the basis of the classroom work. The outside work consists of readings from Emerson's *Essays, First Series*, or Arnold's *Culture and Anarchy* or Carlyle's *Sartor Resartus*, or *Speeches* by Burke or Webster, and a novel by Thackeray or Hawthorne; essays and discussions as in Course 1. In 1909-10 *Arnold's Culture and Anarchy* and *Hawthorne's Scarlet Letter*.

Course Three

SHAKSPERE

Two plays are studied in detail in class; in 1909-10 *Macbeth* and *King Lear*. Outside of class either three more plays by Shakspeare are read or Marlowe's *Edward II* and Shakspeare's *Richard II* are studied and compared, and one more play of Shakspeare is read, usually a comedy. In 1909-10 *Twelfth Night*, *Othello*, and *The Tempest*.

Some attention is given to the Elizabethan theaters, the circumstances under which they came into existence and the conditions under which plays were presented in them. The chief purpose of the course, however, is to give an understanding of the drama, its essential nature, its structure, its limitations, and its powers and more definitely still, to make students intelligent readers of Shakspeare themselves and intelligent guides to others.

Course Four

POETRY, DRAMA, AND NOVEL

This is in substance largely a combination of Courses One and Two. It is intended only for such graduates of the best high schools as have had the preparation described on page 13. Such graduates are supposed to have sufficient preparation to permit the emphasis of the classroom to be thrown almost wholly on technical and professional points. All who are without this preparation must substitute for Course 4 Courses 1, 2 and 3, or as many of them as their lack of preparation may make necessary.

Electives

Undergraduates who wish to prepare themselves more thoroly to teach literature in the common schools and high schools may be permitted to make three additional credits in literature in place of three credits in other branches. For this purpose one elective course is given, open to all students. Seniors may elect three others from the six graduate courses offered.

Electiv Course (open to all students)

LITERATURE METHOD

This is a special study of the problems arising in the teaching of literature, and more especially in the grades below the high school. Students following the two-year program who are preparing to teach in these grades may substitute this for Course 4. The work is based on the text, *Literature and Life in School*, but requires a good deal of outside reading. Given every winter and first summer term.

Graduate Courses

The electiv courses described below are primarily intended for graduates; but seniors who wish to get as much literature as possible, may elect three with the approval of the President. Of these six graduate courses in literature only three are for the present given in any one year.

Students who make literature the central subject in graduate work should group about it work in ethics, esthetics, psychology, sociology and history. A knowledge of English History, especially of the development of the English people and their social and political institutions from the time of the Great Charter is peculiarly important.

Course One A

Illinois
State
Normal
University

AMERICAN POETRY

This is a course in rapid reading of the American poets from Bryant to Moody. While most attention is given to the work of Bryant, Poe, Emerson, Longfellow, Whittier, Holmes, Lowell, Whitman, and Lanier, who are included in the text used, the course is ment also to give some knowledge of such later poets as Aldrich, Sill, Guiney, Peabody, Moody, Tucker, Carman, Hovey, and Gilder. The text is Page's Chief American Poets.

Course Two A

ENGLISH DRAMA

This involvs a study of the development of the drama from the miracle plays down to the closing of the theaters by Parliament. It requires a rapid reading of many Elizabethan plays chosen from Lyly, Kyd, Lodge, Green, Marlowe, Shakspere, Jonson, Beaumont and Fletcher, Dekker, Heywood, Middleton, Ford, Webster and Massinger. It includes a closer study of the relation of the drama and the theater to the Elizabethan world than is given in the undergraduate course in Shakspere. It should give the student the power to see Shakspere in a truer perspectiv.

Course Three A

DEVELOPMENT OF THE NOVEL

Without going back to the literary forms that finally made the novel possible, this course will begin with Richardson and follow the novel thru Fielding, Smollet, Sterne, Fanny Burney, Miss Edgewood, Scott, Jane Austen, Dickens, Thackeray, Charlotte Bronte, George Eliot, George Meredith, Thomas Hardy, Hawthorne, Henry James, and Howells. A good deal of reading will be required, with class discussions, and written reports.

Course Four A

ENGLISH POETRY

This is ment to give some personal knowledge of the tresures of English poetry, lyrical and narrativ from the earliest times to the present. As a basis for the work Manly's *English Poetry* will be used.

Course Five A

BROWNING

This is an introduction to the study of Browning, based mainly on Professor Corson's book, *An Introduction to the Study of Browning*.

Course Six A

ENGLISH AND AMERICAN PROSE

Prose in the Nineteenth Century. This is ment in the main to give some acquaintance with the thought and style especially of Carlyle, Ruskin,⁶ Arnold, Emerson, Holmes, and Lowell, and their significance. Some reading may be assignd also in Morley, Bagehot, Pater, Curtis, Fiske, and Jordan or others of similar importance.

In 1909-10 Courses 1 A, 2 A, 3 A, will be given; in 1910-11 Courses 4 A, 5 A, 6 A.

Composition and Rhetoric

People compose whenever they speak or write their own thought. If the composition is poor, it is usually because the thinking is ill-ordered. Every teacher who insists upon logical thinking and clear statement is a teacher of composition. In matters of form, while it is true that forms may be discust and standards determind in a class dealing with the forms of discourse, it is found as in case of spelling and pronounciation that correct habits are establisht only when all teachers unite to see that correct forms are used at all times. The best form is that which best fits the content. The best practis in composition is not in miscellaneous "exercises" with no purpose or value outside of the practis. It is obtaind rather in writing and speaking matter that would need to be written and spoken even if there were no class in composition.

The work in Nature Study and Elementary Physics consists largely of observation. To give definitness to the observations, and to make just comparisons possible, these observations must be recorded. Similarly the results of observation and comparison need to be stated in organized form.

For the reasons stated above the instruction and practis in elementary composition needed by first-year students is given in connection with the elementary science. Besides this instruction there are offerd to students the following courses.

Course One

COMPOSITION

An elementary course based on Webster's *Elementary Composition*, and Woolley's *Handbook of Composition*.

Course Two

RHETORIC

A study of the forms of discourse based upon Scott and Denny's *Composition—Literature*.

Course Three

SCIENCE OF DISCOURSE

Illinois
State
Normal
University

A more advanced course based on Barrett Wendell's *English Composition* and Herbert Spencer's *Philosophy of Style*.

For admission to Course 3 students should have the preparation demanded for admission to Course 4 in literature. Lacking this they take Courses 1 and 2, or Course 2 in Rhetoric, and at least two of the courses in literature.

TEXT BOOKS

Shakspeare, Edition: Arden, Rolfe, or Hudson.

Silas Marner, Appleton's Twentieth Century Series.

Paradise Lost, Allyn & Bacon.

Wordsworth, Arnold's Selections, Macmillan.

Elementary English Composition, Webster.

Handbook of Composition, Woolley.

Rhetoric, Scott & Denny.

Spencer's *Philosophy of Style*, Maynard's English Classics edition.

Barrett Wendell's *English Composition*, Scribner's Sons.

Idylls of the King, Rolfe or Cook.

Sohrab and Rustum, Louise Imogen Guiney, Houghton & Mifflin.

Orthography

The purpose of this course is to prepare students to teach the orthography outlined for the seventh and eighth years in the Illinois State Course of Study. It consists mainly of word analysis. This course is not included in the two-year program. In the three-year program it is a six weeks course; in the four-year program it is a twelve weeks course.

SPELLING. (5 weeks, or longer if necessary).

All students, including those admitted to Section F, are offered an examination in spelling on the sixth Friday of each term. Those who show by such examination the ability to spell ninety out of one hundred familiar words such as lose, led, busy, until, separate, reference, occurred, notable, noticeable, ridiculous, accommodate, recommend, are excused from further work in spelling. Those who do not pass this examination are required to take a course of five weeks, or longer if necessary, and should take it as early in the year as practicable. Due attention is given to the simplified forms recommended by the Simplified Spelling Board.

Grammar

Aim: 1. To give the student the essential facts of the subject.
2. To prepare him to express these facts in as simple a way as is consistent with accuracy.

3. To show him that topics may be presented in such an order that but one difficulty will be met at a time, and that this when mastered will prepare the way for others; to show also that such an order makes it possible to require nice discrimination from the first, and that the power to make fine distinctions is one of the chief values of the subject.

4. To enable him to apply in a practical way the theory that because of the analytical nature of our language the thought element must predominate over the form element in the study of its grammar.

Topics: Part I. The Sentence. The simple sentence with its essential elements is first considered; then element after element is added until all ordinary English constructions have been studied. The parts of speech are defined as the development of the sentence makes their introduction necessary, but only such classification is made as is based on use.

Part II. Parts of speech; classification, summary of uses, inflection.

Course One (12 weeks)

All the work indicated above. This course is intended for Section F.

Course Two (12 weeks)

Sentence analysis, omitting the study of verbals. This course covers the seventh year grammar as outlined in the State Course of Study.

Course Three (6 weeks)

Verbals and parts of speech. This course covers the new points in eighth year grammar as outlined in the State Course of Study. Courses 2 and 3 are intended for Section I.

Course Four (12 weeks)

Sentence analysis, omitting clauses and verbals.

Course Five (12 weeks)

Clauses and their connections and verbals. Analysis of passages from literature.

Course Six (6 weeks)

Parts of speech. Courses 4, 5, and 6 are for Section L. Textbook: Gowdy.

Penmanship

Illinois
State
Normal
University

WRITING DRILL. (6 weeks, or longer if necessary).

The object of this course is to enable students to improve their writing if it is manifestly illegible or in bad form. It includes black-board drill in movement exercises, as outlined in the Illinois State Course of Study, with musical accompaniment to secure smoothness and harmony of movements. It is a required subject for those whose writing is distinctly poor.

Reading

Course One

ADVANCED READING B AND C

Practical work in expression; literary analysis, sequence of thought, word picturing, atmosphere, tone color, directness, vigor, seriousness, persuasion based upon the ability to live vigorously in the experience related. Declamations using short classics or cuttings from material of merit occur frequently during the course. Brief study is given to physical expression, gesture, and tone production. Text: *Interpretiv Reading*, Marsland. *Midsummer Night's Dream*, Shakspeare. Fall and spring terms.

Course One A

ADVANCED READING F

This course is the same as Course 1, B and C, except that phonic work as outlined in Course 2 will be given. This and Course 4 are required of members of Section F who are already proficient in reading. Winter and summer terms.

Course Two

PHONICS AND READING

(a) Phonic work including articulation drills, study of the English sounds with study of the action of the organs used in forming them, and discussion of the relation of articulation to expression in reading. Text: *Drill book in Dictionary Work*, Metcalf and DeGarmo.

(b) Tasks in interpretation demanding considerable ability are presented; work on time, pitch, clearness and directness in expression.

Material: Webster's Orations, *Adams and Jefferson* and *The Bunker Hill Monument*; *Vision of Sir Launfal*, Lowell; *Merchant of Venice*, *Julius Caesar*, *Twelfth Night*, *As You Like It*, Shakspeare.

Annual Catalog and Course of Study This course is for graduates of three-year high schools, for students who have prepared for it by taking Course 3, and for graduates of four-year high schools who may have failed to enter Course 1. It is to be followed by Course 1, B and C.

Course Three

ELEMENTARY READING

Interpretation of simple literature; following the story through a long classic; exercises in pronunciation and articulation; time; animation in expression.

Material: *Lars and Other Poems*, Taylor; *Rip Van Winkle*, Irving; *Birds and Bees*, Burroughs; *Paul Revere's Ride and Other Poems*, The Courtship of Miles Standish, *Tales of a Wayside Inn*, Longfellow; *Marion*, Scott; *The Odyssey*, Bryant's translation; *Grandmother's Story of Bunker Hill Battle*.

This course is for students who have had no high school training and who expect to do four years' work before graduation. It is to be followed by Courses 2 and 1.

Course Four

READING METHOD

(Six weeks). Required by all students.

This course is a discussion of what reading work should include, and of material and method for grades one to eight. Observation of lessons given by the critic teachers of the Training School runs parallel to class discussion.

Text: *Psychology and Pedagogy of Reading*, Huey.

Public Speaking

RHETORICALS

All first year students and such older students as need the work are assigned to small classes for weekly exercises in public speaking. The exercises include recitations, orations, essays, debates, discussions of current topics and dramatic representations. Three acceptable exercises are required of each student every term. After students have given evidence of proficiency and fidelity to high ideals of platform work, they may be excused from class-work upon pledging themselves to equivalent work in the literary societies.

Course One

DEBATING (Major)

Study of the principles of argumentation and specimens of forensic oratory; preparation of briefs and forensics. This will occupy most of

the fall term. Work of the winter term will consist of weekly practis in debating, each member participating each week either as leader, floor speaker, or chairman and judge. The class is limited in number and may not be taken for one term only. It is intended for upper class students or those who have, in this school or elsewhere, had some experience in platform work.

Fall term: 3 hours per week.

Winter term: once a week, 3:30 to 5:20.

Text: *Argumentation and Debating*, Foster.

Course Two

DEBATING (Minor)

Weekly practis in debating constitutes the main part of this work, and involves the preparation of "introductory briefs" by the leaders each week. The reading of Foster's "Argumentation and Debating", is also required. The class is limited to eleven, and is intended for those who want debating practis but can not get it in Course 1.

Spring term: once a week, 3:30 to 5:20.

Music

COURSES IN SONG SINGING (12 weeks daily)

This course is for those who have had little or no practical experience in music.

1. Unison songs learned by imitation.
2. Observation of the musical structure of the songs learned.
 - (a) The individual rhythmic motif of the melody; the phrase
 - (b) The function of the accent as the determinant of the measure.
 - (c) The function of the pulse within the measure as the determinant of the relative length of tones.

Course One (12 weeks daily)

1. Observation of the simpler elements of music based on familiar songs.
 - (a) Accent and measure, beats, tone-lengths, and tone-relation as expressed thru syllable terms.
 - (b) The major scale. Keys. Intervals. Chromatic tones.
2. The elements of notation in connection with the above.
3. Sight reading, including four-part singing, in the nine common keys.

Text: Leason's Choral Class Book.

Course Two (12 weeks daily)

1. Extended drill in diatonic and chromatic intervals. The minor scales, chords, and keys.

Modulation. The more difficult rhythms and mesure forms.
Sight Reading.

2. Classification of the elements of music and the presentation of their parts in logical succession.
3. The problems involvd in the art of reading vocal music considered from the teacher's point of view.

Text: Leason's Choral Class Book. Supplementary material.

Art Department

Course One

ELEMENTARY FORM STUDY

Study of the form of common subjects, fruit, plants, etc. In part of this course clay is used as the medium of expression, in the remaining part, the soft pencil. This course is to be followd by Courses 2 and 3 and is required by all students entering Sections L and I, unless the student has already completed equivalent work elsewhere.

Course Two

FREEHAND PERSPECTIV

Drawing a language. Divisions of Drawing. Construction, Appearance, and Design. Kinds of Drawing. Outline, Light and Shade, and Color. Study of convergence and fore shortening.

Course Three

LIGHT AND SHADE

Simple studies for elements of light and shade. Translation of color: Compositions in two and three tones. Illustrativ sketching.

Course Four

COLOR

Study of the theory of color. Study of color in nature. Mediums. Water color.

Students taking this course must be able to draw freely in Perspectiv, Light and Shade, and Color.

This course is required of all students.

Fall, spring, and summer terms.

Course Five

HISTORY OF ART

*Illinois
State
Normal
University*

Brief study of ancient, medieval, and modern art, with an effort to lead the student to see that art is an expression of the life of the people.

Special Drawing Teacher's Course

Advanced courses in design, painting, and esthetics are offered to students who desire to become special teachers of art. For such students, the following course is provided.

FIRST YEAR

FALL	WINTER	SPRING
1. Perspectiv	Light and Shade	Mechanical Drawing
2. Color	Painting and Representation	Elementary Form Study
3. Primary Handwork	Advanced Handwork	Bench Work
4. Teaching Process	Psychology	General Method
5. Electiv	Electiv	Electiv

SUMMER TERM

Nature Study
Clay Modeling-Pottery

SECOND YEAR

1. Principles of Design	Applied Design	Applied Design
2. Art in History	Esthetics	Organization
3. Domestic Art	Domestic Art	Domestic Art
4. History of Education	Teaching	Teaching
5. Electiv	Electiv	Electiv

Manual Training

The contribution of manual training to a complete and rounded education is now generally recognized, and the number of schools where it is given a place in the program is constantly increasing. The demand for teachers who can conduct the work continues to be far in excess of the supply.

The new Manual Arts Bilding, for which the 45th General Assembly appropriated \$100,000, with its equipment, together with the other resources of the Illinois State Normal University, afford excellent facilities for the training of special teachers in the manual arts. It is the intention to place special emphasis upon those forms of manual training that are practicable under ordinary school conditions in Illinois with reasonable expenditure for equipment and materials, and to give comparatively little attention to those lines of work which are impracticable by reason of the great expense invold.

An outline of the courses offered is given herewith. The courses that are stard will not be taught in 1909-10.

The Special Summer School Announcement, issued early in the spring each year, should be consulted for information as to courses in this department that are offered in the summer terms.

In addition to the preparation of special teachers there still exists the important task of equipping the ordinary teacher with a knowledge and appreciation of handwork in the school so that he may the more intelligently cooperate with the supervisor or, if opportunity offers, himself make a beginning in connection with other school work. Every effort will be made to meet the needs of teachers who desire this sort of preparation.

Classes in handwork in the Model School offer opportunities for observation and assisting in practical work with children.

Courses

M. T. 21-22-23. *Handwork for Elementary Schools.* One hour per day for 36 weeks, $1\frac{1}{2}$ credits. These courses should be taken in series. Required of all students specializing in manual training.

M. T. 21. *Handwork for Primary Grades.* A study of material and manipulation in paper cutting and folding, cardboard, textiles, raffia, etc. One hour per day, 12 weeks; $\frac{1}{2}$ credit; taught in fall term.

M. T. 22. *Handwork for the Intermediate Grades.* This course deals with somewhat more difficult processes in cardboard, basketry, bent iron, bead work, and simple woodwork. One hour per day, 12 weeks; $\frac{1}{2}$ credit; taught in winter term.

M. T. 23. *Advanced Handwork.* This course is offered to meet the demand for construction work in the upper grades. In addition to advanced problems in lines of work already mentioned; bookbinding, leather, copper, and brass work will be taken up. Design and decoration are important features. One hour per day, 12 weeks; $\frac{1}{2}$ credit; taught in spring term.

M. T. 31-32-33. *Benchwork in Wood.* In this course is taught the use of ordinary woodworking tools in the making of various useful articles. The character of the work will be such as may be undertaken, where special equipment is provided, in the grammar grades and first year of high school. Beginning classes will use as text, Griffith's *Essentials of Woodworking*. One hour per day, 36 weeks; or two hours per day, 18 weeks; $1\frac{1}{2}$ credit; taught in fall, winter, and spring terms. Required of all students specializing in manual training.

M. T. 34-35-36. *Furniture and Cabinet Making.* Practical problems in the designing, construction, and finishing of such articles of furniture as are within the ability of high-school and normal students. One hour per day, 36 weeks; or two hours per day, 18 weeks; $1\frac{1}{2}$ credit; taught in fall, winter, and spring terms. Prerequisite; M. T. 31-32-33.

M. T. 41-42-43. *Mechanical Drawing.* This course is provided for beginners in the subject and will be related to the manual training, altho it may be taken independently. It will include instruction in the care and use of drafting instruments, problems in geometrical construction and the more common drafting conventions, the elements of freehand and mechanical projection drawing and their application to the representation of such objects as the teacher must

deal with, isometric projection, lettering, inking, tracing, blueprinting. Students will need to be provided with drafting instruments, either by purchase or by rental from the Department. Text, Bennett's *Problems in Mechanical Drawing*. One hour per day, 36 weeks; 1½ credit. Taught in fall, winter, and spring terms. Required of all students specializing in manual training.

Illinois
State
Normal
University

M. T. 51. *Organization of Manual Training*. This is a short course, one term in length, planned especially for those who are preparing to teach manual training. It will consider such topics as courses of study in handwork, lesson planning, shop methods, equipments, etc. This course is required of students who expect to teach benchwork in the Model School. Taught in fall, winter, and spring terms. One hour per day, 12 weeks, with outside preparation; 1 credit.

M. T. 101-102-103. *Theory and Practice of Teaching Manual Training*. This course covers all the ground of Course 51 but more thoroughly, and other topics in addition, including a historical survey of manual training in the United States and literature of the manual arts. A careful study will be made of the outline contained in the Illinois State Course of Study. One hour per day, 36 weeks, beginning in the fall term; 3 credits. This course will be taught in 1909-10 if there are enough applicants. Open only to graduates. Prerequisites: M. T. 21-22-23, 31-32-33, and 41-42-43.

Special Course

The following course, two years in length leading to the regular Normal University Diploma, is offered for graduates of approved high schools and others of equal preparation who wish to prepare themselves as special teachers of manual training.

	Credits
FIRST YEAR	
Teaching Process, Psychology, General Method.....	3
Geometry.....	1
Mechanical Drawing.....	1½
Benchwork.....	1½
Freehand Drawing, Color and Design....	1½
Teaching in Model School....	1
Gymnastics, Rhetoricals.....	1½
Electiv.....	2½
SECOND YEAR	13½
Economics, Prin. of Education, School Management.....	3
Teaching in Model School.....	1
Practice Teaching in Manual Training.....	2
Organization of Manual Training.....	1
Elementary Handwork.....	1½
Benchwork.....	1½
Rhetoricals.....	
Electiv.....	3
	13

SUGGESTED ELECTIVS

Domestic Art.
Rhetoric and Literature.
Geometry.
History of Art.
Physical Science.
Furniture and Cabinet Making.
Commercial Geograpy.

Advanced Courses

The following program, two years in length leading to the Bachelor's Degree, is offerd for Normal School graduates and others of equal preparation who wish to prepare themselves as special teachers of manual training. Modification of this program will be made for those who may wish to specialize in manual training and some other branch, as physics or mathematics.

PREREQUISITS	
Elementary Handwork, M. T. 21-22-23	1½
Benchwork, M. T. 31-32-33	1½
Mechanical Drawing, M. T. 41-42-43.....	1½
Freehand Drawing and Design	1½
Teaching in Model School.....	2
FIRST YEAR	
History of Education.....	3
English.....	3
Commercial Geograpy.....	1
Furniture and Cabinet Making, M. T. 34-35-36.....	1½
Electiv, [may be taken from list of prerequisites above].....	3½
SECOND YEAR	
	12
Psychology and Pedagogy or electivs.....	3
Theory and Practis of Teaching Manual Training M. T. 101-102-103.....	3
Practis Teaching in Manual Training.....	3
Electiv [see note above].....	3
	12

Domestic Science

Course One (Fall Term)

COOKERY I

The first course of cookery is based on a study of Food Principles. The composition and dietetic value of food materials and the pro-

cesses of cookery best adapted to each class of foods are discussed and each principle is illustrated by the preparation of simple dishes. The practical work is designed to acquaint the student with all the fundamental processes of cookery and the most attractive methods of serving. At the same time the source, history, manufacture, and cost of each food is considered. Daily, two periods each day.

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Course Two (Winter Term)

COOKERY II

HOUSEHOLD MANAGEMENT I

The second course in cookery provides instruction and practice of an advanced character and a wider application of the principles studied in the first course.

Open to all who have completed Course 1 in Cookery. Three lessons per week, two periods each.

The first course in household management is a systematic study of the duties of the housekeeper embracing the foundation, administration, and maintenance of the home. Sanitation, household accounts, laundry work, and domestic service are all included in this course. Two lessons per week.

Course Three (Spring Term)

COOKERY III

HOUSEHOLD MANAGEMENT II

The third course in cookery is a continuation of the work given in the first and second courses. It deals with the preparation of more elaborate and complicated dishes, the choice and arrangement of appropriate garnishings and correct methods of service. Two lessons per week, two periods each.

The second course in household management is devoted to the study of marketing and serving.

The course in marketing is carried on by lectures and by practical observation in visiting markets. The course deals with the quality, price, and uses of food stuffs and takes up a study of the Pure Food Laws and Requirements. One day per week.

The course in serving includes the care of dining room and pantry; care of silver and cutlery; washing of dishes; care of lamps; serving of breakfast, luncheon, dinner, and invalid's tray; preparation of fruit, salads and sandwiches and the use of a chafing dish. Twice per week. Open to all who have taken courses I and II in cookery.

Course Four (Fall Term)

COOKERY IV

Five lessons per week for 12 weeks. Lessons 2 periods each.

The fourth course in cookery combines the skill in cookery, acquired during the earlier courses, with the knowledge of correct methods of serving, practiced in the serving course; and carries out, in practical manner, the planning of menus and serving of meals. The

Annual Catalog and Course of Study student acquires skill in handling large quantities of materials, a knowledge of correct combinations, cost of materials, time of preparation for meals and labor involved in serving a large number of people. Daily; two periods per day.

Open to all who have completed courses I, II, & III in cookery and course II in household management.

Course Five (Winter Term)

HOUSEHOLD MANAGEMENT III

Five lessons per week for 12 weeks. Lessons 1 period each.

This course in household management includes lectures on home nursing, dietetics, and domestic science principles.

The course in home nursing is planned to enable one to render intelligent assistance in the sick room. The subjects covered are the furnishings, warming and ventilating of the sick room; making of the sick bed; bathing and dressing the patient; administering food and medicine; lifting and care of helpless patients; preparation and application of poultices, bandaging, emergencies, diet in disease and invalid cookery. Twice per week.

A study of dietaries involves consideration of the nutritive value, digestibility and cost of foods; the balanced ration; combinations of foods suitable for workers, old persons, infants, and invalids; and economic dietaries. Twice per week.

The Course in domestic science principles embraces a study of the meaning and history of the domestic science movement; domestic science equipments, courses, and methods of study; and the qualifications necessary in a teacher of domestic science. Once a week.

Course III in household management is open to all who have completed previous courses in cookery.

Course Six (Spring Term)

COOKERY V

The fifth course in cookery includes the work in invalid cookery, advanced cookery, and demonstrations in cookery.

Invalid cookery as taught includes the preparation of foods for a sick room, special stress being laid upon the digestibility and nutritive value of foods. Dainty and attractive service are constantly emphasized. The condition of the patient in relation to nutrition is considered and special diets for various diseased conditions are emphasized.

The dishes prepared in advanced cookery are of a more elaborate nature than those taken up in the earlier courses and more formal service is studied.

The latter portion of the term is given up to the demonstrations in cookery in which methods of teaching domestic science by demonstration and lecture are studied and practiced. Daily two periods per day.

Open to all who have completed Courses I, II, III and IV in cookery and Course II in household management.

Special Program in Domestic Science

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FIRST YEAR

FALL

Domestic Science 1
Chemistry
Teaching Process
Science of Discourse.
Physical Training

WINTER

Domestic Science 2
Commercial Geography
Physiology
Psychology
Physical Training

SPRING

Domestic Science 3
Chemistry
Botany
General Method
Physical Training

SUMMER TERM

Vegetable Gardening
Elective

SECOND YEAR

Domestic Science 4
Chemistry 3
Political Economy
History of Education
or
Teaching

Domestic Science 5
Chemistry 4
Bacteriology
Principles of Education.
or
Teaching

Domestic Science 6
Chemistry, Sanitary
School Management
Teaching

Domestic Art

The object of this course is to provide for the adequate training of teachers of sewing in the elementary and secondary schools in the state. During the second year students will teach domestic art to pupils in the various grades of the training school.

Course One (Fall Term)

HAND SEWING IN ELEMENTARY SCHOOLS

This course includes needle work, weaving, darning, mending, crochet, knitting, and simple machine sewing.

Course Two (Winter Term)

SEWING FOR SECONDARY GRADE

This course includes textiles and sewing, machine sewing, drafting and making under garments, embroidery, use of purchased patterns, care of machines.

Course Three (Spring Term)

HOUSEHOLD ECONOMY

Organization of the home and its adaptation to modern conditions. House furnishing, including use of color, textiles and applied design in their relation to the average home. Selection of suitable and economical furniture. Study of average income and the proper division for food, shelter, and clothing. Value and economy of raw material as compared to ready-to-wear clothing and furnishing.

Course Four (Fall Term)

DRESSMAKING

Drafting and making shirt-waist suits, or simple unlined dresses of washable material. Choice and economical cutting of material. Making of cloth gown.

It covers also a study of fabrics, their beginning in the arts and industries of primitive life; the development of spinning and weaving, modern processes of manufacture, economic values, the effect on social conditions and method of presenting this subject in the schools.

Course Five (Winter Term)

THEORY OF TEACHING DOMESTIC ART

This course includes the relation of domestic art to education; the method of teaching the subject in various kinds of schools; its relation to the curriculum; planning of lessons and courses of study; problems of equipment and cost.

Course Six (Spring Term)

MILLINERY

Includes construction and trimming of hats, beginning with the use of foundation materials; renovation of materials.

Special Program in Domestic Art

78 weeks

FIRST YEAR

FALL	WINTER	SPRING
Domestic Art 1	Domestic Art 2	Domestic Art 3
Teaching Process	Psychology	General Method
Science of Discourse	Commercial Geography	Economics
Mechanical Drawing	Drawing 2	Color
Gymnastics 1	Gymnastics 2	Gymnastics 3

SUMMER TERM

Physiology
Floriculture and Landscape Gardening.

SECOND YEAR.

FALL	WINTER	SPRING
Domestic Art 4	Domestic Art 5	Domestic Art 6
History of Education or Teaching	Principles of Education Teaching	School Management or Teaching.
Principles of Design Electiv	(Electiv)	Industrial History Electiv

Electivs may be chosen from the list on page 23.

Students may in three years complete a program combining Domestic Art and Domestic Science.

Physical Training

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This department exists because the state needs, as teachers, men and women of sound health who are trained to care for the physical welfare of their pupils and set before them for imitation the example of a dignified and erect bearing.

Its aims are two-fold:

1. For the individual: to supply systematically one essential element in hygienic living, namely muscular exercise; and to encourage as related to this proper habits of sleep, bathing, ventilation, and diet, to correct common postural defects, and develop as accurate muscular control as may be possible in the time available.

2. For the teacher: to make clear the relation between health and efficiency, the hygienic demand for systematic exercise in elementary and high schools, and to supply a fairly comprehensive equipment of practical work for use in such schools.

Three terms' work in physical training is required of all students for graduation, and every effort is made to adapt work to individual needs. A careful record of the health history of each entering student is taken and a physical examination given. A special class is provided for those thus shown to be unequal to the work provided for the average beginner. In the rare cases where exercise even in this class is not suitable, individual work is prescribed and sufficient observation of class work assigned to enable the future teacher to conduct simple exercises in the school rooms and make intelligent use of games in the school yard.

A specific suit is required: for the women black slippers and a navy blue gymnasium suit which can be ordered at a cost of \$3.50 after arrival; for the men, two black sateen shirts, gray gymnasium trousers, and black tennis shoes. These can be obtained after arrival at a cost of not more than four dollars.

Course One

For all entering women. Corrective and developmental gymnastics, folk dances, plays and games for school room or playground. Brief class discussions deal with hygiene and the general scope and purpose of physical training. Gymnastic exercises classified according to effect. Four hours' floor work per week and a limited amount of reading.

Course One (A)

Arranged for women whose health history and physical tests show them not ready for course I. Enrollment will be limited and special attention given to individual cases.

Course Two

Follows Course I. Correctiv gymnastics continued, apparatus work and more vigorous games, wands or dumb bells, folk dancing, classic dancing. Reading and discussion deals with plays and games, their value and place in education. Correctiv and recreativ exercise contrasted. Time requirement same as course I.

Course Three

During first part of term work along lines indicated for course II continued. Indian clubs introduced. All series work confined to movements, and sequence sufficiently simple to permit much attention to form. During last half term, basket ball and other outdoor sports replace the more formal exercises. One period each week for discussion of principles in teaching gymnastics and conducting games. For women, spring term.

Course Four

ELECTIV

Outdoor sports for women, includes volley ball, basket ball, hockey, tennis, suitable track events. Reading, discussions, and note books. Time requirement same as for preceding courses. Open to women who have completed courses I, II, & III and whose physical tests show them to be fitted for more vigorous exercises. Fall and spring terms.

Course Five

For all entering men, consists of football, baseball, basket ball, tennis, cross-country runs, etc. Assignment of work dependent upon adaptability and choice. Weekly talks by coach on "training", and methods of conducting athletics. Some reading.

Course Six

Gymnastics for men: setting up exercises, wands, Indian clubs, dumb-bells, mass plays, and indoor games, apparatus work, and marching. Winter term.

Course Seven

Athletics for men, similar to that of course V. Track events are introduced and discussions deal with management of track-meets and field days. Note books. Spring term.

. Course Eight (Electiv)

A course in principles and methods arranged for those who wish to make a specialty of physical training in elementary or high schools. Prerequisites: three terms practical work in physical training, teaching process, psychology, and physiology. Open to men and women. Six weeks.

Athletics

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University*

Inter-school contests for men and inter-class and inter-society contests for women are encouraged as stimulating an interest in physical development and cultivating the spirit of co-operative enterprise. They are expected to contribute to a spirit of sane, clean contest. Regular work on a school team may be substituted for one of the courses offered in athletics.

Students may participate in inter-school contests only on the condition that satisfactory work is done in their various studies. The interests of contest teams may not be permitted to interfere with the general athletic interests of the school.

Latin

Two forms of the curriculum in Latin are offered: The first of six credits for students who have already completed three years' work in Latin; the other of twelve credits for beginners.

Six advanced courses (courses 11, 12, 13, 14, 15, and 16) are offered. One or two of courses 1-6 and all of the six advanced courses may be counted towards a degree unless previously counted towards a diploma.

Students specializing in Latin should ordinarily specialize also to some extent in English, or in German, or in mathematics.

Graduates of approved high schools, if they have had three or four years' Latin, may substitute the four courses in method outlined below and any two advanced courses for credits in their regular course as may be directed.

Students qualified to enter upon the three-year program and without previous study in Latin may take three years of Latin and omit Reading 2, Geography 2, Orthography, Drawing 2, Arithmetic 1 or 2, Grammar 3.

Students following the three-year program may take four years' Latin and omit the four and one-half credits named above and two others, to be determined upon consultation with the president.

Students admitted to Section L may substitute four years' work in Latin and German for eight credits as follows: Composition 1, Reading 3, Arithmetic 3, Orthography, Grammar 4, 5, and 6, Drawing 3, History 3, Book-keeping, or Solid Geometry and Geography 3. Grammar 1, and Geography 2 are to be added as a substitute for omitted courses. For six years of Latin and German four other credits will be allowed in addition to the above.

Beginners are advised not to take up the study of Latin unless they propose to complete at least two years' work.

For one year's work one credit is allowed, for two years' work three credits.

Latin Method Courses

Course One

METHOD IN BEGINNING (FIRST YEAR) LATIN.

Prerequisite: An academic knowledge of the usual first year's work. A re-examination of Latin grammar, the search being in the main one for unity and harmony. Comparativ view of the declensions and conjugations and correlation of fonetic changes with phenomena that the pupil is acquainted with. Physiological explanation of fonetic changes. Introductory study of syntax, or of how Latin expresses the main types of relations. The question is askt at every step: What is the English (or the German) way of expressing the same relation? Roman pronunciation with special care for the long vowels. Lineal relationship of Latin and English, how and when Latin derivativs came. Illustrations of each class, development of a dozen important roots in English. Cognate relationship of Latin and English, many illustrations, statement of Grimm's law. Bennett's Teaching of Latin. Appendix of Bennett's Grammar. Fall term.

Course Two

METHOD IN SECOND YEAR LATIN

Prerequisites: Two years' academic work and course 1 above.

Enough translating is done to insure that the students have acquired the habit of using only the usual English method of expressing the relations of the Latin original. This is our definition of a literal translation.

Inductiv study of the Latin method of expressing the relations that offer to beginners the most difficulty, collection of all the examples in Caesar, examination of different authorities: thus, *cum*-clauses, gerund and gerundiv, uses of dativ, etc., are studied. Further study of the lineal relationship of Latin and English. General changes that derivativs of the first, the second, the third, and the fourth period have undergone.

The cognate relationship; mastery of the consonant correspondences with illustrations. Winter term.

Course Three

METHOD IN CICERO

Prerequisites: Courses 1 and 2 and an academic course of three years in some secondary school.

It will be insisted upon that the translation be worthy of the Latin original. Analysis of the orations from the oratorical standpoint. Written review of one for the sake of the English style. It is the aim to spend most of the recitations in this course upon matters pertaining to rhetoric and literature. The main function of this course is to develop good literary taste and literary appreciation. Spring term.

Course Four

METHOD IN VERGIL AND OVID

Careful translation of the text and study of scansion. Much attention is given to mythology and to the literary and the archeological phase of the work. Fall term.

Students who take the Latin Method Courses above should take also two of the following courses:

Illinois
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University

Advanced Courses

Courses 11-16 may be taken either as graduate courses or as senior electives.

Course Eleven

ADVANCED READING. LIVY.

Prerequisites: Courses 1-4 above, or four years of high school Latin.

Comparativ syntax of Livy and Caesar. Lineal and cognate relationship of Latin and English. Vowel and consonant changes of words of the third period. All the important classes of derived words treated. Cognate correspondence of Latin and English vowels. Discussion of secondary school problems that pertain to Latin. Taught in the winter of the school year 1909-10.

Course Twelve

ADVANCED READING. HORACE, ODES, ETC.

Prerequisite: Course 11 or 13. Taught in the spring of 1910.

Course Thirteen

Advanced Reading. Tacitus, Germania and Agricola.—This course alternates, as to the years it is taught, with course 11. Prerequisite: Courses 1-4 or four years of high school Latin. Taught in the winter term of the school year 1910-11.

Course Fourteen

Advanced Reading. Plautus, Captivi. Terence, Andria.—This course alternates as to the year it is taught with course 13. Spring of 1911. Prerequisite: Either course 11, or course 12.

Course Fifteen

Advanced Course in Writing Latin.—A preliminary review of elementary work followed by the writing of connected discourse more difficult in character. Fall term.

Course Sixteen

Latin-English Etymology.—The work will be of an advanced character but only two years of Latin are required as a prerequisite. It may be taken for its cultural value by those who are not specializing in Latin.

This course is expected to give the student a much more lasting and comprehensive view of both the cognate and the lineal relationship of Latin and English than can be given incidentally in connection with the other Latin courses. It should be taken by all who expect to teach much Latin. Winter term.

The Full Latin Curriculum

The entire Latin curriculum as provided for beginners consists of twelve terms numbered consecutively as follows:

Courses one and two, Latin Grammar and Reader.

Courses three, four, and five, Cæsar two books. With selections from Roman history, Nepos and Viri Romæ, and composition work based thereon.

Courses six and seven, Cicero's Orations.

Course eight, Ovid.

Courses nine and ten, Vergil's Aeneid.

Course eleven, Livy; or course 13, Tacitus.

Course twelve, Horace's Odes; or course 14, Plautus and Terence.

In aim, content, and method these courses are similar to the Latin Method Courses described above.

LATIN TEXTBOOKS

Grammar, Bennett's Complete; Collar and Daniel's First Latin Book; Kelsey's Cæsar; Harper and Gallup's Cicero; Kelsey's Ovid; Comstock's Vergil; Lord's Livy; Smith's Horace. Other good texts may often answer as well as those mentioned above.

German

First Year's Work

Courses 1, 2, and 3, taught successively each fall, winter, and spring term, constitute the first year's work in German. They include grammatical drill, composition, some practice in conversation, an elementary view of English-German philology, and the translation into English of 375 pages of German, including two classical dramas. These three courses, or two years' of high school work, are a prerequisite to any of the advanced courses 4-9.

Course One

After five weeks spent upon the essentials of German grammar the class reads 35 pages of such prose as Grimm's *Dornröschen*, and Andersen's *Die Nachtigall*. Texts: Joynes-Meissner's *German Grammar*, and Boisen's *Preparatory Book of German Prose*. Twelve weeks. Fall term.

Course Two

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The main task of this term's work consists in learning to translate accurately German of average difficulty.

Wildermath's *Der Einsiedler im Walde*.

Lessing's *Minna von Barnhelm*.

Twelve weeks. Winter term.

Course Three

Schiller's *Wilhelm Tell*. Conversational practis. An epitome of the drama is written, mainly for the sake of the constant practis it affords in German composition. Twelve weeks. Spring term.

Advanced and Graduate Courses

Prerequisites: Courses 1, 2, and 3, or two years' of high school work.

Courses 4, 5, and 6 alternate, as to the years when they are taught, with courses 7, 8, and 9; the former three courses constituting the work for the school year 1908-09, and the latter for 1909-10.

Students seeking the Normal diploma and wishing a recommendation as to their ability to teach German upon graduation, should take at least three of the courses 4-9, arranging to substitute the same for subjects regularly in their programs.

Students seeking a degree and selecting German as a principal subject, should take all the courses 4-9. All may count towards a degree unless previously counted towards a diploma.

Courses 2-9 include a thoro study of German grammer, Joynes-Meissner, Parts I, II, and III. They include constant practis in conversation and composition in connection with grammatical studies and the memorizing of German idioms, thru *freie Reproduction*, and thru epitomes of, and composition exercises based upon, the texts read. As the course progresses German becomes increasingly the language of the classroom. Much more attention than is usually the case is given to English-German philology. During each year of advanced work there will be a thoro discussion of the aims, methods, and courses of high school German.

Courses 2-9 include the translation of 2400 pages from the very best of German authors, with the study of the lives and works of Grimm, Anderson, Lessing, Freytag, Schiller and Goethe.

Students specializing in German should ordinarily specialize to some extent also in English or in Latin.

Course Four

Freytag's *Die Journalisten* and his *Aus dem Staat Friedrichs des Grossen*. Courses 4 and 5 afford the best opportunity for a study of the idioms of recent or contemporary German prose. Fall term of 1910.

Course Five

A study of the life and works of Lessing and Schiller. Review of the plot and notable passages of *Minna von Barnhelm* and of *Wilhelm Tell*. Translation of Schiller's *Jungfrau von Orleans* and some of his lyrics. Lessing's *Nathan der Weise*. Winter term of 1910-1911.

Course Six

A study of the life and works of Goethe. His *Egmont*, his *Herman und Dorothea*, and many of his lyrics will be read. Spring term of 1911.

Course Seven

Freytag's *Soll und Haben*, and his *Karl der Grosse*. Study of the idioms of recent and contemporary German prose. Fall term of 1909.

Course Eight

A study of the life and works of Heine and of Schiller. Heine's *Hartzreise* and many of his lyrics. Schiller's *Wallenstein* or an equivalent in selections from his Thirty Years' War will be read; likewise some of his lyrics. Winter term of 1909-10.

Course Nine

A study of the life and works of Goethe. Selections from *Dichtung und Wahrheit*, and either *Goetz von Berlichingen* or *Iphigenie auf Tauris* will be read; also many of Goethe's lyrics. Spring term of 1910.

Courses in Library Method

The librarian offers two special courses during the school year:

Course One

The Use of the Library in connection with the Preparation of a Theme. Ten weekly lessons, fall term. This is for juniors, seniors, and advanced students. The practical part of the work is to be applied by each student to the theme or other paper that he has on hand for the term. There is no credit given in the course of this work, but the students improve their methods of working in a library, save time, and produce better results.

Course Two

The Formation and Care of School Libraries. Eight weekly lectures, winter term. Same in five weekly lectures, first summer term. Course illustrated with exhibits of books and library equipment. An hour a week outside of the lectures will give full time for examining the exhibits and arranging the note-book.

Practis Teaching in Training School

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The Training Department consists of a Kindergarten and an elementary school of eight rooms or grades. Each of these grades is in charge of a training teacher. Some classes in the preparatory and high school department are taught by experienced student teachers. The teachers of the Normal Department spend one hour per day in the Training School supervising work in their own branches.

The Training School is designd to give careful and extensiv training in the art of teaching in all grades. Each student in the Normal Department, before graduation, is required to teach three terms. A term's work consists of the daily instruction of a class for forty-five minutes during one full term. If necessary to test satisfactorily the work of the student teacher, he may be required to take entire charge of a room for ninety minutes daily. In some cases the daily observation and criticism of a class, followd by a written or oral discussion, are taken in lieu of one term of teaching. In general, students are required to teach one term in each of the three departments, Primary, Intermediate, and Grammar School. But students desiring to fit themselves for any particular grade of school work, or in any special branch of study are given an opportunity to do so. Teachers of satisfactory training and experience who wish to prepare themselves for expert work as training teachers will be allowd all the advantages of the Training School.

The work of teaching is carefully supervised by the training teachers. Each student teacher is required to write out the plans of recitations one week in advance. These plans are closely examind by the training teacher and, where necessary, discust with the student teacher and revised. The instruction itself is also observd by the training teacher, and helpful criticisms are given in private. Each practising teacher is held fully responsible for the control and management, as well as for the instruction of the class. He is expected to develop skill and power in the management and instruction of a class as a whole, and, at the same time to study and adapt the work to the individual ability and disposition of each pupil. As far as possible during the last two terms of his instruction, the student teacher is given charge of a room; so he is supervising one class at the same time that he is teaching another.

Students who have had no experience in teaching find it best generally to observ a class one full term in the Training School before undertaking the instruction of a class. Careful criticism and discussion of the lessons observd are required of each observer.

Each week, two illustrativ or "critique" lessons are given by experienced teachers. Teachers and observers are required to observ one of these lessons each week. An hour following the lesson is devoted to its careful discussion under the direction of the supervisor of the training school. This gives each teacher an opportunity each term to see eleven such lessons carefully presented and thoroly discust.

Annual Catalog and Course of Study Certain students are also appointed regularly to supervise the children at noons, recesses, and during study periods. The training teachers present illustrativ lessons, at such times as are convenient, for the benefit of the students who are preparing for work in the Training School.

The Kindergarten

As a branch of the training department is maintaind a kindergarten of forty children. The various exercises are carried on by the director and student-assistants. The course consists of five hours per week practis as student-assistant and four hours per week of lectures and recitations upon the theory of the kindergarten. This course may be substituted for course 4 or 5 in Pedagogy and is recommended to all students who expect to become primary teachers.

Course of Study in the Training School

A brief statement of the course is made below, to be followd by a detaild analysis by subjects, years, and terms.

Literature:—Daily exercises in Mother Goose, Robinson Crusoe, Hiawatha, The Jungle Book, and stories and poems from other writers thru the first three years. From the fourth year thru the eighth the literature is combined with the reading.

Reading:—Three lessons per day during the first two years One lesson per day in all other grades except the seventh. In the seventh year reading alternates with history.

Writing:—Writing exercises occur daily during the first two years and one term of the seventh year.

Spelling:—Daily spelling exercises thru the seventh grade upon words occurring in regular studies.

Language:—Incidental training thru the first six years.

English Grammar:—Daily exercises thru seventh and eighth years in all terms but one; two lessons per week in that term. The work follows the Illinois State Course of Study.

Arithmetic:—The Illinois State Course of Study is strictly followd thruout the eight years.

Geografy:—Daily lessons from the third year thru the seventh.

History:—Oral presentation of pioneer history stories during the fourth year. Daily lessons in United States History during the fifth and sixth years and two terms of the eighth year. In the seventh year history alternates with reading.

Civil Government:—Last term of eighth year.

Nature Study:—Daily lessons in the garden, the campus, or the greenhouse in the fall and spring terms in the first four years; in the

spring terms of fifth, sixth, and seventh years, in fall and spring term of the eighth year.

Elementary Physics:—Daily lessons during winter terms of all years but seventh and eighth and also in the fall term of fifth and seventh years.

Astronomy:—Fall term of sixth year.

Physiology:—Oral lessons in lower grades. Daily lessons with text book in winter terms—seventh and eighth years.

Music:—Twenty minutes daily in all grades.

Drawing:—Exercises averaging three per week in all grades above second. In primary grades associated with other studies.

Manual Training:—Daily exercises in primary grades, alternating with drawing in grades three to six; in seventh and eighth years pupils spend two hours per week at bench work in the shop.

Physical Training:—Brief daily exercises in schoolroom. Regular lessons from the physical director on Tuesdays. Seventh and eighth grades have regular work in the gymnasium on alternate days.

ADMISSION OF PUPILS

Pupils from any part of Illinois may be admitted to the Training School until the limit, forty per grade, is reached. Tuition is free in the Kindergarten and thruout the eight grades. The right is reserved to exclude all pupils who from irregular attendance or from personal habits or defects may prove a serious burden upon the progress of the class.

Analysis of Course of Study

Literature

First Year

Point of View.—Literature is an art; its subject-matter is life in all its relations; its means of expression, words; its end, the revelation of truth in beauty. As an art literature is controlled by laws that spring in part from the nature of mind, in part from the nature of the material the artist works with—words. The study of literature is the study of life as embodied in works of art, a study of life thru an art. The aim of the study is the enlargement of the life of the student thru his living the lives of others, self-possession thru knowledge of human nature and sympathy with it.

In the first years of the study of literature the child may well be as unconscious of the art and the laws that control it as he is of his own nature; the teacher should no more forget one than the other. He should choose for his pupils such pieces of real literature as in substance and in form appeal to his pupil and hold him even while they are hard enough to make him work; and in presenting the chosen pieces, the teacher, so far from ignoring the laws of literary art, should be controlled by them.

Literature is now preserved in books and the student of literature must be a reader of books. Tho the child on entering school cannot read and we are therefore driven to the oral presentation of literature we should from the first preserve the literary form, associate the piece of literature with the book, and as soon as possible put the book itself into the child's hands. Further, as the child grows into knowledge of the world about him and consciousness of his nature, the teacher should little by little lead him to see and appreciate the art of literature and thus open to him finally the widest possibilities of noble enjoyment and growth.

FIRST TERM

1. The Old Woman and Her Pig. 2. The Three Bears. 3. The Three Musicians. 4. The Discontented Fir Tree. 5. Cinderella. 6. The Ugly Duckling.

These stories are presented orally by the teacher, and reproduced by the pupils. Paper-cutting, clay-molding, and drawing are based upon these stories and accompany them. During this term also poems are read to the children from books and some of the poems learned by the children. For this purpose Mother Goose Melodies and a few poems of Wordsworth, Eugene Field, Celia Thaxter, and Stevenson are used.

SECOND TERM

Through games the children are introduced to the Rimes and Jingles in the first volume of Norton's Heart of Oak Books. Fables, myths, fairy stories and such stories as The Tin Soldier and The Story of a Donkey are given as in the first term.

THIRD TERM

Robinson Crusoe, Chapters I-X orally presented. Rimes and Jingles are used as in second term. Paper cutting, molding, and drawing as before.

Second Year

The poems chosen for this grade are in part read to the children, in part by them. Many poems are learned by heart. Hiawatha is read to the children; many passages of special beauty are memorized by them. Drawing and constructive work of various kinds are based on this poem.

FIRST TERM

Robinson Crusoe completed. Poems selected from Stevenson, Alice and Phoebe Cary, Field, Blake, Macdonald, Wordsworth, Longfellow, Whittier, Bryant, and Tennyson.

SECOND TERM

Hiawatha's Childhood; Hiawatha's Friends; Hiawatha's Sailing; Hiawatha's Fishing; Hiawatha's Fasting. Hiawatha and Mudjekeewis;

Hiawatha's Wooing; Hiawatha's Wedding Feast; Blessing the Corn Fields. Poems as in fall term.

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THIRD TERM

Hiawatha's Departure; Hiawatha's Lamentation; The Famine; The White Man's Foot. To these may be added the Hunting of Pau-Puk-Keewis, The Death of Kwasind, The Son of the Evening Star. Poems as in the fall and winter terms.

Note: Robinson Crusoe is presented orally and reproduced by the children. It is also made the basis of much constructive work with sand, clay, wood, and pencil. Portions of the story are read to the children, DeFoe's own version being used for this.

Third Year

FIRST TERM

Kipling's Jungle Book, two months. Poetry one month.

SECOND TERM

The Jungle Book, two months. Poetry one month.

THIRD TERM

Church's Story of the Iliad, six weeks. Poetry six weeks.

The stories from the Jungle Book and Iliad are to be read by the teacher. Oral reproduction by the children is in this term given a turn in the direction of organization of the story; the children see the divisions of the story, as it progresses, and frame a sentence to express the point of each division. Thus an outline of the story is made. Oral reviews from the outline are occasionally given, affording practice in expression; paragraphs on assigned topics are sometimes written by the pupils. The poetry in the three terms is to consist of poems found in Stepping Stones, III; Heart of Oak, II and III; Lights to Literature, III; Whittier's Child Life in Poetry; and Open Sesame, I. These poems are read by the children themselves and many of them learned by heart.

Reading

First Year

The purpose is to introduce the child to the delights of getting thought from books and to this end to make him master of the forms of many simple words as symbols of thought. All lessons are primarily thought lessons; drills in word-calling are enlivened by fresh devices in order to avoid objectionable mechanical features as far as possible.

The material for the blackboard work is drawn partly from nature study and literature, partly from the lessons which the child is to read later in the primer. Many of the lessons are presented in the

form of games based upon this material and upon the life of play to which the child has been accustomed

FIRST TERM

Wheeler Primer.
Art Literature Primer.
Folk Lore Primer.

SECOND TERM

Folk Lore Primer.
Cyr's First Reader.
Wheeler Primer.
Art Literature Primer.
Story of the Three Bears.

THIRD TERM

Cyr's First Reader.
Child Life, Volume I.
Folk Lore Readers, Book I.
Art Literature Readers, Book I.

Second Year

The aim is to deepen and extend the work begun in the first primary grade in the following lines, clear imaging, independent word-getting; naturalness in expression of thought found in books.

FIRST TERM

Wheeler's First Reader.
Cyr's Second Reader.
Cyr's Graded Art Reader.
Child Life, Vol. II.

SECOND TERM

Wheeler's Second Reader.
Child Life, Vol. II.
Cyr's Second Reader.
Around the World, Vol. I.

THIRD TERM

Baker and Carpenter's Second Year Language Reader.
Taylor's Second Reader.

Third Year

The purpose is to secure power and independence in thought-getting, fluency in speech, ready appreciation of the various thoughts and

emotions, and free generous expression of them in sweet and natural tones. A definite problem is given in the assignment, which, by means of the details of the text, every child must solve. The children are conscious of no oral task except that of giving their thought freely and easily.

Special attention is paid to clearness in speaking—the giving of full value to all elements that should be sounded (especially final consonants) that the thought may be clearly revealed. The work is done incidentally.

FIRST TERM

Lights to Literature, Vol. III.

Robinson Crusoe.

Baker and Carpenter's Second Reader.

SECOND TERM

Stepping Stones to Literature, Vol. III.

Grimm's Household Tales.

Fables and Folk Stories, Scudder.

THIRD TERM

Seven Little Sisters.

Heart of Oak, Vol. II.

The Story of a Donkey.

Fourth Year

From the fourth year the work in reading and the work in literature are continued in alternate terms. In both the literature and the reading classes the pupil is given good literature to read, and is led to enter into, enjoy, and make his own the life it embodies. In the literature class he is led to feel as far as possible, though for the most part unconsciously, the beauty of the artistic form of each piece of literature read. Through the substance and form alike he gains increase of life and increased capacity to enjoy good literature. In the reading classes, on the other hand, he gains in power to give to others what he himself gets from the book. The teacher seeks to remove whatever obstacles, physical or mental, stand in the way of the pupil's free expression of his thought. By constant attention in connection with the reading and by special word drills he works for correct pronunciation and articulation, fluency of speech, clear, sweet, and natural tones, and a good position of the body in reading. The material provided for the grade is meant to be ample and varied enough to permit choice with reference to the special needs of classes and individuals. Part of it is easy enough to be well within the pupils already acquired power of getting at the thought and rendering it; and part of it is at once hard enough and interesting enough to stimulate effort and growth.

FIRST TERM

The Story of Ulysses; Open Sesame, Vol. I.

SECOND TERM

Stepping Stones to Literature, Vol. IV.

THIRD TERM

Kingsley's Greek Heroes.

For the three terms the following additional books are to be used for supplementary reading. Whittier's *Child Life in Verse*; Stevenson's *Child's Garden of Verses*; *Heart of Oak*, Vol. III; *Lights to Literature*, Vol. IV; *Fifty Famous Stories Retold*; *Open Sesame*, Vol. I.

Fifth Year

The general suggestions made for the fourth grade apply here, but the thought tasks assigned are more difficult than before. The children are required to give the author's main thought, to group as well as to recount the parts of the lesson.

The oral work is the same as for the fourth grade, except that additional emphasis is placed upon gaining the ability to tell the thought clearly and without hesitation. If the articulation is poor, special drill for clearness is given, using single words containing difficult combinations of sound and also short sentences.

FIRST TERM

Hiawatha.

SECOND TERM

Stepping Stones to Literature; Longfellow's shorter poems.

THIRD TERM

Gulliver's Travels; *Child Life*, Whittier.

Supplementary:—*Heart of Oak*, IV; *Open Sesame*, I; *Lights to Literature*, V.

Burton's *Historical Reader*.

Sixth Year

The general aim of the work is unchanged. The work of the lower grades, however, has made it possible by this time for the pupils' enjoyment of literature to be more conscious—they begin to feel the fitness of the expression of the thought, to enjoy beauty and vigor of style as beauty and vigor, to perceive, though dimly, the relation of the means in the expression to the effect actually produced. The utmost care is used to keep this work from becoming mechanical and artificial.

Drills for clearness in speech such as are suggested for the fifth grade are given here when necessary; but in this grade, if the articulation is distinct, the teacher works for the easy, free blending of sound. The relation of the drill to the expression of the beauty of the thought is made apparent to the class.

FIRST TERM

A Dog of Flanders; Book of Poetry (Heath & Co.); Open Sesame, II.

SECOND TERM

Lights to Literature, VI. Birds and Bees, Burroughs.

THIRD TERM

Stepping Stones, VI; Heart of Oak, IV; Holmes's Poems.

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Seventh Year

The pupils penetrate a little further into the life presented in the literature read, grow a little more conscious of their enjoyment in it, and observe a little more closely the fitness of means to end in the expression. The choice and arrangement of words and details, sentence structure, rhythm, and tone color in every piece read are more and more carefully observed as means to an understanding of the author's thought and feeling and a help in reading. The pupils in those grades are led to realize that the purpose in oral reading is to reveal thought to some one who listens, and are encouraged to lend themselves generously to that purpose. Some time is spent in committing and reciting gems from the literature used, and in voluntary reading and recitation as a test of the pupil's ability. The articulation drills are adapted to the thought in the selection and to the needs of the individual pupil.

FIRST TERM

A Man Without a Country.

SECOND TERM

Julius Cæsar.

THIRD TERM

Heart of Oak, V. Stepping Stones to Literature, VII.

Eighth Year

FIRST TERM

Tales of a Wayside Inn.

SECOND TERM

The Odyssey (Bryant's translation).

THIRD TERM

Merchant of Venice. Lights to Literature, VIII.

Language, Writing, Spelling.

Primary pupils do most of their writing at the blackboard. When paper is used it has a very wide ruling. Manila paper answers every purpose. Entire words and sentences taken from the lesson in reading or literature are written, and not individual letters. An exception to this is made of certain combinations of small letters which are usually difficult for beginners.

Children learn writing largely by imitation; they see the teacher write the copy on the board.

They need to spell only as they write. The names of letters as distinguished from their sounds need be learned only when silent letters appear in the written word.

THIRD AND FOURTH YEARS

Language, spelling, and writing are taught in connection with the other studies, especially geography, literature, and science. These furnish abundant, familiar, and interesting subject-matter, and the motive for either oral or written expression. The aim is fluency, freedom, variety. Corrections spring wholly from the child's needs. Thirty or forty short compositions from each child during the year, written, corrected and copied under the supervision of the teacher.

Special drill hours for writing are devoted to securing good movement and form. In other subjects requiring writing the child is expected to preserve, first of all, good position and movement. Form to be left to time.

FIFTH AND SIXTH YEARS

It is believed that the proper attitude of the child toward the relation of language and thought can be best served by making the language work incidental. Every exercise of school is made to contribute to the child's language training by giving him exercise in thinking and by furnishing an incentive to, and opportunity for expression. Clearness, accuracy, and ease of expression are believed to result in large measure from clearness, accuracy, and ease in thinking. To this end great stress is laid on the relation of the teacher's questioning to the child's thought and speech.

All studies give opportunity for oral and written composition. The child begins with single sentences in the first grade and passes through groups of separate sentences on one topic, in second grade into the paragraph composition. It is thought that in the first six years

the child will become fairly expert in expressing himself connectedly and fairly familiar, thru exercise, with the process of finding and organizing material for a composition. The reaction of good English in teacher and textbook, on the child thru unconscious imitation, and the correction of errors in English whenever the child makes them, are relied upon to secure good language habits in the child. Mistakes in sentence construction, in word forms and in choice of words, are to be corrected in such a way as to make the child as little conscious of the wrong and as actively conscious of the right as possible. Technical matters such as rules for margins, for capitals, for punctuation, and so on, come to light in connection with the written work. Incidental language work continues thruout the course. In the seventh and eighth grades, work in technical grammar and composition is added.

Seventh Year

Language Work

1. Incidental as in grades 1-6.

2. Elementary technical work in composition. The child is to be made aware of the fundamental principles of composition and to be drilled in their application. The general line is two-fold: First, the production of composition, with the study of the process employed; second, the examination of discourse produced by standard authors, to verify the validity and universal character of the principles discovered by the child in his own work.

Grammar

FIRST TERM

Definition of the declarativ sentence. Elements essential to a declarativ sentence; subject, copula, predicate attribute. Ideas exprest by predicate attributes; as, quality, condition, action, classification, identification, material, etc. Classification of copulas (1) according to form, (2) according to function. The object. The predicate attribute of the object. Modifications of the declarativ sentence; the interrogativ and the imperativ sentence. The noun: definition, the four uses occurring in sentences studied. The pronoun. The verb: definition, classification (1) copulativ and attribute (2) transitiv and intransitiv.

SECOND TERM

Comparison of verbs and verbals. The verb phrase: definition, classification (same as for verb). General study of adjuncts: definition, classification (1) according to use, (2) according to form. The

Annual Catalog and Course of Study co-ordinate conjunction. Analysis of passages of simple literature, adjuncts being described as wholes.

THIRD TERM

The adjectiv: kinds, and uses. The adverb: classification according to ideas exprest. The preposition of the prepositional phrase. Nouns used as adjuncts: (1) as adjectiv adjuncts, (2) as adverbial adjuncts.

Review of year's work.

Eighth Year

FIRST TERM

The adjectiv clause: kinds, connectivs. The adverbial clause: kinds, connectivs. The noun clause: uses. Description of clauses and clause connectivs in passages of literature. The verbal: kinds, uses of each kind. Independent constructions. General work on sentence analysis in connection with the special work on clauses and verbals.

SECOND TERM

The noun: classes, review of noun constructions, inflection. The pronoun: classes, inflections, rules of syntax. The adjectiv and the adverb: review of previous work, inflection. Review of the preposition.

THIRD TERM

The verb: review of work of seventh year, classification according to form, inflection, rules of syntax. The verb phrase: review, classification according to tense, mode, voice, etc. General review of the entire subject, based on passages of literature.

Arithmetic

The work in number and arithmetic outlined in the Illinois State Course of Study is closely followd thruout the entire eight years work. Students teaching this subject must familiarize themselvs with the course outlined.

Geografy

The work in Geografy is distributed thru the course as follows:

Home Geografy, first and second terms, third year.

The World as a Whole, third term, third year, and first term. fourth year.

Study of Continents.

North America:

- Mississippi Basin and the Region of the Great Lakes; second and third terms, fourth year. *Illinois State Normal University*
- Eastern or Atlantic Slope of the United States; first term, fifth year.
- Pacific Slope of the United States; Possessions of the United States; Canada; Mexico; second term, fifth year.
- West Indies: Central America; South America; third term, fifth year.
- Europe: first and second terms, sixth year.
- Asia: third term, sixth year.
- Principles of Geography and Their Application.
- Elements of mathematical and physical geography; first term, seventh year.
- Africa. Australia; and Pacific Islands; second term, seventh year. (Make constant application of the principles developed in the previous term.)
- Continental Study from the Causal Standpoint; third term, seventh year. (North America studied as a typical continent. Eurasia and South America studied by comparison with North America.)

(See Library card catalog and reference sheets on the topics of course for material for teacher's preparation and for pupils' reading.) Make constant use of collections of pictures in the library. Specimens may be obtained from the department of geography for illustration of many topics. (See end of seventh year geography for list of reference books.)

Third Year

FIRST TERM

Home Geography. Direction and distance: in schoolroom, on campus, between school and home, in general experience of pupils. Methods of telling directions. Surface features of Normal. Excursions to campus to study ridges, valleys, slopes, divides, drainage. Sand modeling, drawing, location of buildings, walks, drives. Surface between school and home, between Normal and Bloomington. View from cupola of main building, map. Relation of railroads, streets, and buildings to surface. Stream work. Excursions to campus, Sugar Creek, or to miniature stream development along Clinton street. Observation on work of running water along streets after rain. Class work based on outdoor lessons. Story of founding Normal. Location of campus. Appearance of campus; how changed. Relation of Normal to Bloomington; street car lines, oldest houses, stores. Study of a farm. Visit farm; fences, fields, surface, drainage, buildings, crops.

Observation work of third year. Simple weather observations for two weeks or one month of each term. Comparison to note change of seasons. Relate to physical science of winter term. (See Ward's Practical Exercises in Meteorology, Chapter I.)

SECOND TERM

Home Geograpy continued. Review founding of Normal. Limits of Normal. Compare with city of Bloomington as to size, number of people, closeness of houses, streets, stores. Compare with country. Study arrangement, number and character of roads in McLean County. Use county map; sand modeling. Compare roads with those of Montgomery county, Indiana (See McMurry's "Excursions and Lessons in Home Geograpy" pp. 96-103.)

Needs of our daily life and how provided. Study these necessities especially from the standpoint of their production in Illinois in case they are important products of the state.

Food: bred, a study of wheat in Illinois; milk and butter supply of villages and cities, dairying in Illinois, Elgin butter, cheese; market gardening near Normal and Bloomington and in vicinity of Chicago; fruit raising in southern Illinois, raising of cattle, sheep and hogs in Illinois; packinghouses of Chicago and other cities of the state; fishing in Illinois river and Lake Michigan.

Clothing: source of wool, cotton, silk, rubber.

Shelter: house-bilding by pioneers; kinds and sources of bilding material to-day,—lumber, stone, brick.

Fuel: kinds and sources in pioneer days and at present; coal mine at Bloomington: coal mining in Illinois.

Simple treatment of government of city and state. Needs of city provided by (1) city, (2) private enterprise, (3) United States government. Government of Normal. Government of Illinois,—a few leading facts.

Excursions with the class may be made to the nursery, a market garden, a house in process of construction, the coal shaft and brick yards.

Observation work. See first term.

THIRD TERM

The world as a whole. General view of the world as a whole from study of globe and wall maps, learning names and location of continent and ocean, relating globe and map study to actual directions on the earth. Study of selected regions in the western hemisphere to get variety of surface, climate, and life. Use of globe and map, constantly relating them to actual directions and distance in journey lessons. Northern North America: seal fishing or gold mining in Alaska. Southern North America: coffee raising in Mexico. Northern South America: rubber gathering in Amazon Valley, cacao plantation of Venezuela. Southern South America: ranching in Argentina. Western South America: traveling in the Andes. Choose a typical region and bring out transportation facilities by a journey to some particular place. Journey lessons to these regions should give a fund of information concerning direction and distance on the earth, modes of travel and the physical, climatic, and human conditions of the regions visited. The work should center about the child's interests and experience and the relation between us and the people of other lands.

should be constantly emphasized. Pictures, specimens, and oral descriptions by the teacher should be used freely.

Observation Work. See first month.

*Annual
Catalog and
Course of
Study*

Fourth Year

FIRST TERM

The world as a whole, continued. Examine carefully work of third year, third term, review briefly. Study of selected regions in the Eastern hemisphere. Southern Africa: ostrich farming. Central Africa: pigmies, wild beasts. Northern Africa: life in the Sahara. Australia: the kangaroo and other animals. Southeastern Asia: tea, ivory. Southwestern Europe: olives. Central and Western Europe: dairying in Switzerland and Holland; a journey along the Rhine. Northern Europe: the Lapps. British Isles: a visit to London; the making of a knife at Sheffield; the building of ships at Glasgow; the making of linen at Belfast.

Summary of the earth as a whole: form, size, diameter, circumference, movements, and their results, zones.

Observation work of fourth year. Simple weather observation for one month each term. (See Ward's Practical Exercises in Meteorology, Chapter 1.) The Sun: time and direction of sunrise and sunset, altitude of sun at noon and length of noon shadow of a fixed object at about first and fifteenth of each month throughout the year.

SECOND TERM

Mississippi Basin (Rocky Mountains to the Appalachians) and Region of the Great Lakes. Brief introductory study of location, surface, climate and principal rivers. Sand modeling.

Special Topics: prairies; corn; wheat; grazing on the great plains; Pike's Peak; irrigation in the arid regions; cotton; tobacco; sugar; rice. The treatment of each topic should give (1) a clear understanding of the industry and the geographic conditions under which it is carried on in a particular locality, (2) an extension of these ideas to other regions where the industry is important, (3) drill on a few places associated with the industry. Make product maps.

Observation work. See first term.

THIRD TERM

Mississippi Basin, and region of the Great Lakes, continued.

Examine carefully work of second term. Treat in a similar way the following topics: lumbering in the pine forests of Minnesota; lumbering in the hard wood forests; coal; iron; copper; lead; zinc; petroleum; natural gas; trip on the Mississippi; trip on the Great Lakes; Niagara Falls, scenery and water power. Chicago as a trade center. This last topic should include to some extent a review and summary of the Mississippi Basin and region of the Great Lakes.

Observation work. See first term.

Fifth Year

FIRST TERM

Brief study of physical, climatic, and vegetation regions of North America as a whole. For classification of vegetation zones, see Herbertson's *Man and His Work*, pp. 1-42. Detaild study of Atlantic slope of the United States. Special topics: lumbering on the Atlantic slope; fisheries; bilding stone; manufacture of cotton, wool, boots and shoes, pottery; Boston as a commercial center; trip on the Hudson; Mohawk Valley and transportation routes; New York City; Washington; fruits and market gardens. Examin carefully work of fourth year, second and third terms. Relate the topics of this term to topics previously studied.

Observation work of fifth year. Wether observation optional. Make careful and systematic study of the apparent movement of the sun thruout the year by observing and recording twice each month, time and direction of sunrise and sunset, noon altitude of sun and noon shadow of fixt object. Length of day and night determind from observations. Compare with almanac. Special attention to these points at equinoxes and solstices. Relation of noon altitude at these dates to our altitude. Relate these observations to climatic conditions of regions studied in regular work. If possible observ sunset from cupola.

SECOND TERM

Examin carefully work of three preceding terms.

Pacific slope of the United States. Special topic: salmon fishing on the Columbia; seal hunting in Alaska; lumbering in Pacific States; hops of Willamette valley; raisins in California; gold mining in Colorado; Colorado river and Grand Canyon; Yellowstone National Park; Union Pacific Railroad to the coast; other transcontinental railways.

Political study of the United States; states; territories; federal governments; state governments. Map studies of groups of states and territories with capitals.

Possessions of the United States, (detacht territory): Alaska; Hawaii; Porto Rico; Guam; Tutuila; Philippines. The Philippines need not be studied in detail until the sixth year.

Canada.

Mexico.

Observation Work. See first term. This term offers excellent opportunity to relate topics of observation work to the countries of various latitudes. The seasonal climates of these countries should be studied in the light of the observations made by class.

THIRD TERM

Examin carefully work of four preceding terms.

West Indies. Study group as a whole, with relation to North and South America. Review Porto Rico. Special study of Cuba.

Central America. The republics including Republic of Panama, *Illinois*
treated as group. Careful study of Panama Canal. *State*

South America. Physical features, map study and modeling. *Normal*
Compare with North America, climatic condition, wind belts, wet *University*
and dry seasons, map of vegetation zones. For vegetation zones see
Herbertson's Man and His Work and Songman's Atlas. Relate
rainfall and vegetation zones to surface features and wind belts.

Special Topic: Rubber production—a study of the Amazon Basin;
rubber culture in Central America and Mexico; rubber manufacture
in the United States; coffee culture in Brazil; agriculture and grazing
in Uruguay and Argentina; Andes Mountains; their resources and in-
fluence on climate and industry; nitrate field. Political study; name
location, capital and something of the government of each country,
relation of government to United States.

Exploration in Arctic and Antarctic regions. Relate to observa-
tion work of the year.

Observation work. See first term.

Sixth Year

FIRST TERM

Europe. Relation of Europe to Asia, Eurasia. Physical features
of Europe, modeling, climatic conditions, maps of rainfall and vegeta-
tion zones. See Herbertson's Man and His Work pp. 1-42 and Long-
man's Atlas for vegetable zones. Ocean voyage New York to Liver-
pool.

British Isles: physical features; Liverpool; Manufacturing cities;
Manchester, Sheffield, Leeds, Birmingham; agriculture in England;
ship bilding at Glasgow; linen industry in Ireland; London, a politi-
cal study of British Isles. Dependencies named and located.

France: grape culture; skild industry in France: Paris.

Spain and Portugal: fruit; cork oak; Madrid.

Holland and Belgium: dikes; canals; industries; Amsterdam.

Denmark, Norway, Sweden: surface and coasts of each; products
of Denmark; fishing of Norway; lumbering in Sweden.

Observation work of sixth year. Note the geografic bearing of
the science of the fall term, and apply this science work in the geo-
grafy classes. Observ and carefully record positions of several con-
stellations at same hour at intervals of two weeks as long as they are
to be found. Relate these observations to the earth's revolution
around the sun. As you observe the moon relate the phases to the
hight of tides, also to time between high tides.

SECOND TERM

Europe continued.

Germany: down the Rhine, industries and cities of Rhine valley;
beet sugar industry; seaports; Berlin; the German army; German
schools.

Annual Catalog and Course of Study Switzerland: the Alps; tourists in Switzerland; industries.
 Italy: position; climate; Po basin; agricultural products, Rome.
 Austria-Hungary: down the Danube; industries of Austria; Vienna; the Hungarian plains.
 Balkan states: names; locations; industries; progress; Constantinople.
 Mediterranean Sea; sponge fisheries.
 Russia: Extent of Russia in Europe; of Russian Empire; Volga river; agricultural products; manufactures: St. Petersburg; the Czar; route of Trans-Siberian railway.

THIRD TERM

Asia: Physical features, modeling, climate, vegetation zones, rainfall map, vegetation map. For vegetation zones see Herbertson's *Man and His Work* pp. 1-42 and Longman's *Atlas*. Much of *Man and His Work* may be read by the pupils or to the pupils.

Russia in Asia: careful study of the Trans-Siberian railway and region near it; geographic phrases of the war with Japan.

Korea: people; position in Russo-Japanese War; value to Russia; to Japan.

Japan: people; silk industry; other products; recent developments; characteristics of the people in war; government.

China: people; divisions; relation of Manchuria to the Russo-Japanese War. China proper; destiny of population; tea culture; other agricultural products; skilled hand work; transportation; coal supply; Thibet; government of China.

India: the people; agricultural products; Calcutta: English rule; the Himalayas. Philippines: how obtained by the United States; the people; government; schools; Manila hemp; other products; city of Manila.

Other countries: name; location, and a few interesting facts concerning each.

Palestine.

Seventh Year

FIRST TERM

Elements of mathematical and physical geography.

Observation work should be carried on systematically and used to aid in interpreting many of the topics of the term.

Relate the science work of the fall term closely to the geography work. In addition make weekly observations of the sun for the term as indicated under fifth year, first term. Daily observations of moon for one month, use sun stick made in manual training. Use the necessary time at the first of term to get the observation work started properly.

Leading topics in mathematical geography. Essential mathematical ideas; form of earth; proofs; size of earth; movements, proofs; change of seasons, causes; varying length of day as observed at home;



TRAINING SCHOOL



compare with almanac; length of day for other latitudes. Latitude and longitude; the international date line.

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Atmospheric circulation. Circulation of atmosphere by unequal heating show by simple experiments. Relate experiments to circulation on earth. Name, position, extent, and direction of air movements in each planetary wind belt;—doldrums, northeast trades, southeast trades, southwest antitrades, northwest antitrades, horse latitudes, and westerlies;—need to be emphasized. Show by the diagram and by outline map of the world. Conditions necessary to produce rainfall. Rainfall conditions in each wind belt; effect of highlands; cyclones; rainfall in cyclones; cyclones and rainfall in the United States east of Rocky Mountains.

Ocean currents. On outline map of world draw ocean currents and name them. Describe the systems of currents. Relate to wind belts. Influence on climate.

Study maps of continents and apply principles developed to the rainfall and vegetation zones of various regions of each continent. (For vegetation zones See Herbertson's *Man and His Work* and Longman's *Atlas*). Develop ability to apply principles.

In connection with daily observation of moon, study the many interesting facts concerning tides to be associated with the moon's movement. Cause of tides. (See Dryer's *Physical Geography* pp. 260-262.)

SECOND TERM

Africa; Australia; and islands not yet studied.

Treat Africa and Australia from the causal standpoint. Apply the principles developed in the previous term to a careful study of each continent. Physical features; wind belts; distribution of temperature and rainfall; vegetation zones should be mapped and carefully studied in their relation to each other. (See Herbertson's *Man and His Work* pp. 1-42 and Longman's *Atlas* for vegetation zones. Tarr and McMurry's *Complete Geography* p. 417 for map.)

Mines of South Africa; ostrich farming; the tropical forests, oases and caravans of the Sahara; the Nile valley; interests of European countries in Africa.

Mining; farming; ranching in Australia and New Zealand. Government. Islands.

THIRD TERM

A causal study of continents. A careful study of North America. Eurasia and South America by comparison with North America. Apply and extend the principles developed in previous terms.

North America. Physical features, wind belts, distribution of temperature and rainfall, and vegetation zones should be carefully mapped and studied in their relation to each other. Similar maps for the United States but in more detail should be made and studied. (See weather charts of the United States in library.)

Selected industries of North America and the United States studied with reference to geographic distribution.

Location of cities, (See Cooley's *Theory of Transportation*, Chap-

Annual ter X, and *Journal of School Geography*, October, 1897). *Transporta-*
Catalog and tion routes by rail, canal, and ocean, historic events (See Brigham's
Course of Geographic Influence in American History) should receive atten-
Study tion and their relation to geographic factors strongly emphasized.
 Eurasia.
 South America.

Reference Books

The following are some of the books with which each teacher should be acquainted. Other excellent ones along each line are also to be found in library. Special books are to be used for each topic in the course. Consult the library card catalog and reference sheets.

- McMurry's Special Method in Geography.
- Teacher's College Record, March, 1901.
- Course in Geography for the Chicago Schools.
- Hefron: Chalk Modeling.
- Maltby: Map Modeling in Geography.
- Mill: The International Geography.
- Stanford's Compendium of Geography, 12 vols.
- Herbertson: Man and His Work.
- Adams: Commercial Geography.
- Chisholm: Handbook of Commercial Geography.
- McFarlane: Commercial and Industrial Geography.
- Redway: Commercial Geography.
- Trotter: Geography of Commerce.
- Davis: Physical Geography.
- Dryer: Lessons in Physical Geography.
- Gilbert and Brigham: Introduction to Physical Geography.
- Tarr: New Physical Geography.
- Davis: Elementary Meteorology.
- Waldo: Elementary Meteorology.
- Gillan: Mathematical Geography.
- Jackson: Astronomical Geography.
- Todd: New Astronomy.
- Young: Elements of Astronomy.
- Tarr and McMurry: Elementary Geography; Complete Geography; also the three-book series and five-book series of geographies.
- Dodge: Elementary Geography; Advanced Geography.
- Darling: Illinois State Supplement.
- Report Illinois Farmers' Institute, 1903, state map.
- Carpenter: Geographical Readers: North America, South America, Europe, Asia, Australia.
- Rocheleau: Great American Industries.
- Rocheleau: Geography of Commerce and Industry.
- Herbertson: Descriptive Geography; a separate volume to each of the six continents.
- McMurry: Excursions and Lessons in Home Geography.

McMurry: Type Studies from United States Geography.

Andrews: Seven Little Sisters; Each and All.

Carroll: Around the World, 3 vols.

Journal of School Geography.

National Geographic Magazine.

The popular magazines contain much excellent geographic material

Bartholomew's Handy Reference Atlas.

Century Atlas.

Lippincott's New Gazette of the World, 1905.

Longman's School Atlas.

McLean County Plat Book.

Soil Survey of McLean County, Department of Agriculture. Large county map.

Illinois
State
Normal
University

History

Fourth Year

History is introduced in the fourth grade thru the studies of the biographies of early Americans. Men of strong character and purpose are chosen. The conditions of society then were simple and primitive. The heroic element which appeals to pupils of this age is strong in these stories, yet they are true to life. The lessons present the surroundings of the men, their hardships, their enjoyments, their efforts to overcome obstacles, their determination and self-sacrifice. Our indebtedness to the pioneers receives due emphasis.

The stories are presented orally. In the presentations the teacher makes use of narration, descriptions, readings from books, development questions, pictures, maps, sketches, diagrams, and other illustrative material suited to the different stories. Pupils are encouraged to read in the library and be able to help in giving the stories. They are required to think out the results of many sets of conditions presented to them. They make frequent summaries, both oral and written. They write a number of short compositions on different parts of the stories. The pupils are led to express themselves in various other ways, e. g., drawing, painting, map-making, paper-cutting, clay, and sand modeling, and other constructive work.

The following are some of the books which are used by the teacher:

Pioneers of Mississippi Valley, McMurry.

Pioneers of the Rocky Mountains and the West, McMurry.

Life of LaSalle, Parkman.

History of Illinois, Davidson and Stuve.

Four American Pioneers, Perry and Beebe.

Life of Boone, Abbott.

Winning of the West, Roosevelt.

Ohio, King.

Making the Ohio Valley States, Drake.

Abraham Lincoln, Baldwin.
Four Great Americans, Baldwin.
Life of Lincoln, Brooks.
Story of Lewis and Clarke, Kingsley.
First Across the Continent, Brooks.
Life of Fremont, Upham.
Life of J. C. Fremont, Upham.

FIRST TERM

Marquette and Joliet's voyage.
LaSalle on the Lakes, in Illinois, and on the Lower Mississippi.
Hennepin's voyage on the Upper Mississippi.
The Story of Fort Dearborn.

SECOND TERM

Daniel Boone as hunter and settler in Kentucky.
James Robertson and the settlement of Tennessee.
George Rogers and Clark at Kaskaskia and Vincennes.
Settlement of Marietta and Cincinnati.

THIRD TERM

Abraham Lincoln's early life.
Lewis and Clarke on the Missouri River.
Fremont on the plains and in the mountains.

Fifth Grade History

At this age heroic personalities appeal to the child and the course recognizes and makes use of this psychological fact. The method of presentation aims to follow and take advantage of the interest of the child. At this period his emotions are easily aroused, the creative impulses strong, his inclinations social. Correct ethical standards are formed and the historical characters and events are made vivid realities. Many opportunities for motivation and inter-connection with his experiences are afforded. The work in history is unified with the work in other subjects and as a point of departure furnishes opportunity for work in language, spelling, geography, reading, science and the various expressive arts.

FIRST TERM

The story of Columbus and the discovery; Magellan and the Pacific; Cortez and the Conquest of Mexico; Ponce de Leon; DeSoto.

SECOND TERM

The story of the Pilgrims at Plymouth; Hudson and his trip up the river; Champlain and his expedition; William Penn.

THIRD TERM

Sir Walter Raleigh; John Smith in Virginia; The early life of Washington to Braddock's defeat; Plantation life in the southern colonies.

Sixth Year

FIRST TERM

The Stories of the Pilgrims at Plymouth, of John Smith in Virginia, and of William Penn, presented orally in the fifth year, are the point of departure for an extended study of American colonization in the sixth. The various forms of the idea of personal liberty, and the other ideas, that gave rise to colonies, are discovered. Massachusetts is seen as the embodiment of one form of the idea of personal liberty, Rhode Island as another; Maryland, Georgia, are viewed as Lord Calvert's and Oglethorpe's ideas of opportunity for the classes of people in whom they were most interested; New York represented industrial opportunity for people of still different ideals.

Striking likeness and differences in modes of life, in beliefs, and in policy are worked out. Emphasis is laid thruout on geographical factors in colonial life, on causal relations, and the shaping power of ideas.

SECOND TERM

The main topic is the French and Indian War. A thoro handling is given to the causes and conduct of the war; the economic, governmental, and geographic aspects are carefully studied; Pitt, Wolfe, Montcalm, and Franklin are studied as significant figures.

THIRD TERM

The History of Illinois. A large amount of development work and of expression in drawings, maps, and construction is required. Mather's Text is used as the basis.

Seventh Year

FIRST TERM

Life in the colonies just before the Revolution: homes; occupations; religion; education; customs; manners; amusements; modes of travel. The industrial life of colonial times is made the basis of handwork. When the term's work is taken up in the spring, a colonial garden is planted.

The Struggle for the Rights of Englishmen. Conditions of British Empire in 1763; her colonial possessions; political condition of England; effect of change in political condition on colonial policy.

Cause of the trouble between England and her colonies. James Otis is made the center of historic interest, beginning with his famous speech against Writs of Assistance.

The Navigation Acts; Samuel Adams and Patrick Henry; taxation without representation.

Struggle for the Rights of Men. Lexington and Bunker Hill; the second Continental Congress.

The Declaration of Independence; campaigns thru Burgoyne's invasion.

SECOND TERM

The closing campaigns of the Revolution, Franklin, LaFayette. Articles of Confederation. The Philadelphia Convention. Adoption of the Constitution.

THIRD TERM

Hamilton's plans for the new government. The rise of political parties. The Louisiana Purchase. Pioneer life in the West. The cotton-gin and the steamboat. War of 1812.

REFERENCE BOOKS

Earle's *Old Time Gardens*.
Earle's *Stage-coach and Tavern Days*.
Earle's *Child Life in Colonial Days*.
Earle's *Home Life in Colonial Days*.
Earle's *Colonial Days in Old New York*.
Thwaites's *Colonies*.
Fiske's *War of Independence*.
Hart's *Formation of the Union*.
Drake's *Burgoyne's Invasion*.
Scudder's *Life of Washington*.
Coffin's *Building of the Nation*.
Channing's *United States*.

Eighth Year.

FIRST TERM

John Quincy Adams: The tariff controversy; Webster; Calhoun and nullification; the development of the West; history and extension of slavery; The Mexican War, and territorial growth; history of political parties to the Civil War.

SECOND TERM

A few campaigns of the Civil War; reconstruction and recent history.

THIRD TERM

Economic Geography and History.

I. Classification of occupations.

II. Value and utility. How each economic worker is striving in some way to create them.

III. Division of labor and organization of industry. Extent to which they are carried: resulting efficiency; widely scattered sources of materials; wide distribution of the product.

IV. Territorial division of labor. The world an industrial community; railroads, canals, steamship lines but graphic representations of economic force.

V. Comparison of the industrial society of to-day with that of earlier days.

VI. Whence comes the necessity for money? Functions of money. *Illinois*
Qualities of good money. Our money now. Something of our money *State*
history. The money question of '96. *Normal*

VII. Special study of a half dozen great industries; such as the *University*
wheat, the cotton, the lumbering, the iron and steel, the coal industry. In connection with the last two, trusts, labor-unions, strikes, etc., may be touched upon.

VIII. Our chief exports; whither they go. Ship subsidies. Our imports and whence they come. Balance of trade. Protection *versus* free trade. Other kinds of taxation.

Nature Study.

The course is based primarily on the relation of the child to its environment. In the following outline of topics, directions, and suggestions the repetition of topics is avoided in the intermediate and grammar grades, but topics used in the primary grades are sometimes used again in the higher grades, the manner of treatment being very different. Except for the seasonal divisions no attempt at chronological order is made.

FIRST GRADE

Fall. *Food:* observation and some participation in the gathering and storage of beans, beets, tomatoes, potatoes, and squash; the flowers and seeds of nasturtium, balsam, and 4 o'clock are also gathered in the garden; visit to a farm; the gathering and storage of corn; visit barn, granary, and corncrib to observe storage; of crops; observe condition of fields after removal of crops; fall plowing; care of cows, horses, and chickens; turkey in connection with Thanksgiving.

Clothing: father's work in buying; mother's work in making; changes of clothing as related to weather; care.

Shelter: care of the school-desks; of the room by committees; of the home; sweeping and dusting without raising dust; care of tools and toys; cleaning shoes before going into the house.

Miscellaneous: migration of robins and grackles; study of individual trees, especially norway maple, oak, and tulip tree; uses of them made by man; observe leaves and general contour of tree; the coloring and fall of the leaves; such changes in the vegetation and landscape as appeal to the children's interest; keep a calendar noting condition of sky, direction of wind, and temperature from day to day.

Correlate work with clay molding and drawing especially in connection with vegetables, flowers, and trees; with sewing in connection with clothing; with construction work by shaping houses in sand.

Winter. *Food:* visit a cellar; note stored foods and the manner of keeping; the effects of freezing on fruits and vegetables; visit grocery store; observe common foods in the store and how they are kept; use, care, and habits of the cow; make butter and cheese; the milkman, his work and his relation to the community, suggesting social

Annual relationships wider than the family; cook apples and cranberries
Catalog and make candy.

Course of Clothing: adjustment to new wether conditions; visit dry goods
Study store as the source of materials from which clothes are made; distinguish between wool, cotton, and silk; sew articles for actual use; visit shoemaker at work; consider source of lether.

Shelter: heating of houses, with emphasis on fuel rather than methods of heating; the local supply and home storage and preparation of fuel and kindling; candles, lamps, gas, and electric lights as different means of lighting homes; molding of candles; uses of water in our homes; distinguish between well and cistern water; clenliness of houses; clothing, and body; the carpenter's work; lumber yard and hardware store as sources of his materials; make and furnish a doll's house.

Miscellaneous: squirrel, his home, habits, and relations to man; same of bluejay and cat, with observations of all three; wild relatives of the cat; observation of pine tree on campus; consideration of its uses; trim a Christmas tree, using if possible candles made by class and decorations prepared in hand work.

Spring. *Food:* plant seeds in eg-shells take to home or school garden and transplant; participation in the preparation of the class garden beds, which are not assignd to individual children in this grade but to groups; plant four-o'clocks, nasturtiums, radish, lettis and beans; care of the growing plants; spring work of the farmer; visit to fields; plowing and sowing; preparation of the radishes and lettis for the home table.

Clothing: the putting off of heavy clothing and its storage for the summer; care of the new spring clothes.

Shelter: removal of storm door; putting up of screens and awnings; housecleaning; special cleaning of desks, chairs, and blackboards; make some new furnishings for the doll-house.

Miscellaneous: arrival of birds, especially robin, red-head, grackle, flicker, bluebird and others which especially attract the children; watch feeding and nest-bilding as circumstances permit; listen for song; the leafing of the trees, especially of those observd in the fall; dandelion; violet; observation in the class wild-flower patch; raise a brood of chickens; observ Arbor Day; plant a class tree.

SECOND GRADE

Fall. *Food:* continue the observation of plants started in school garden in previous spring, gathering fruits and seeds: gather seeds of balsam, phlox, and sunflower for next spring's planting; storage of seeds for winter; squashes and pumpkins in connection with Thanksgiving, saving seeds for spring planting; fall marketing of farm crops; visit an elevator; cornmeal, hominy, breakfast foods, and cornstarch as corn products; use of corn in stock feeding; similar study of wheat and oats products; make simplest form of bread by mixing meal or flour with water and salt and baking; preparation of meal or flour by grinding grains.

Clothing: cotton; study of the plant in the garden, gathering bolls,

picking out seeds, and observing the fibers of raw cotton; the story of cotton told with pictures; spinning, weaving, and dyeing; children weave on a primitiv loom and use dyes; wool; observation of sheep; food; manner of cropping; care; habits; compare with cows; how is the preparation of wool for spinning and weaving; children weave.

Shelter: materials used in making homes: lumber, nails, brick, and stone; observ the construction of a bilding or a carpenter at work; children make small bricks, mix mortar and bild a wall of their brick.

Miscellaneous: review of trees studied in first grade; and soft maple, chestnut, and basswood, robin, bluebird, and bluejay, and other conspicuous birds which may especially attract attention on excursions.

Winter. *Food.* study of Eskimo; compare food of Eskimo with our food; uses of refrigerator; make ice-cream; food of Indians.

Clothing: Eskimo clothing; material used; how sewd; dress an Eskimo doll; Indian clothing; weave a small blanket; dress Indian doll.

Shelter: Eskimo house; materials; how lighted? how heated? comparison with our own houses; make an Eskimo house out of salt; make an Eskimo lamp out of clay; snow as shelter to vegetation in our own climate; make Indian wigwam.

Miscellaneous: make Indian cradleboard, quiver, canoe, and simple basket; simple pottery work; Eskimo dog, its use and place in the home; our dog, his relation to us, his habits, and our care of him; wild relatives of the dog; winter birds, especially chickadee and nut-hatch; place suet on trees near school house for them; rabbit, its winter home, habits, and relation to man; observation of tame rabbits; tap soft maple trees near school house; make sirup and sugar.

Spring. *Food, clothing, and shelter* of Arab; compare with ours and those of Eskimo and Indian; make Arab tent; dress Arab doll; place of the horse in the Arab's home.

Horse: what it does for us; habits of feeling, resting, and exercising; different kinds of horses; our care of the horse.

Garden: children help in the preparation of beds, but individual beds are not assignd until the third grade; plant phlox, sunflower, balsam, peas, squash or pumpkin, and onions; also repeat plants of first year if the children show a desire to do to; peas and squash seeds planted in eg-shells or small pots to transplant into home garden or school garden; preparation of the early vegetables for the market; visit to spring vegetable market.

Birds: note arrival of common birds; special study of bluejay with reference to color markings; study of robin's nest removed from trees after brood has been raised; the duck; raise a brood of ducks.

Trees: soft maple; flowers, fruit, and leaves, noting time of appearance as compared with other trees; plant some of the seeds to find whether they germinate the first season or not; horse-chestnut; basswood.

THIRD GRADE

Fall. *Garden:* continue study of plants started in previous

spring; select the best tomatoes for seed and prepare seed for planting next spring; gather seeds of aster, sweet-corn and sweet-peas; study of sweet-pea plants, having in view especially how they scatter their seeds and how they climb; plant hyacinth bulbs in pots for forcing and plant out of doors in home and school garden for spring blooming; start geranium cuttings from plants on the campus to be transplanted and taken home for winter blooming; observe wild asters and wild sunflowers in comparison with the cultivated varieties.

In this and all later grades the children visit the school garden in the early fall when it is at its best to choose as they like and gather under direction, flower and vegetable seeds for planting in the following spring in the home gardens.

Birds: note especially those studied in the previous spring; determine how late into the fall they may be seen; pigeon; home, habits of feeding; nesting; observation of the pigeons around the building; the kinds of pigeons; their relation to man; caged pigeons for a time in the school room.

Trees: study of the nut trees in Normal; walnut, butternut, and chestnut; observe polished walnut and consider its uses in furniture and finishings; nut trees in the woods in this part of Illinois, especially the hickory nut; what animals eat nuts? plant nuts; visit grocery store to observe imported nuts; use of the coconut, the largest of nuts.

Insects: observation of insects in connection with the tree and garden studies; blister beetles on asters; what are they doing? butterflies on garden flowers and in campus; what are they doing? are there many different kinds? watch the woolly bear caterpillar and the tiger caterpillar feeding on plants; place a few of these in a terrarium; feed and watch them spin their cocoons, and preserve these for next spring; open the cocoon to see what change has taken place in the caterpillar; study cecropia moth in same way; ants; note their homes on the campus; watch for the swarms of flying ants that come out of their homes on warm days in October; arrange an ant colony in the school room.

Miscellaneous: care of the yards in fall; the raking and burning of leaves; observe the leaf mold under the pines; what becomes of the leaves which are not raked and burned? observe the final work in the garden in clearing off and preparing the ground for spring; observe frost effects on plants in the garden and on the campus? what shall be done with valuable plants which are slightly frosted? what can be done to prevent the killing of plants by fall frosts? observe the broom corn and winter wheat growing in the garden in connection with these topics in geography.

Winter. Biological: English sparrow; goldfish in aquarium in school room; consider in connection with the topic fish as food in the geography work; observe activities, manner of feeding, and gross structure; easter-lily bulbs planted in the greenhouse; trees, especially poplars, willows, and evergreens in connection with the effects of heavy snows and frost.

In this and in all higher grades during the winter term preliminary work in the greenhouse is done in connection with the plants to be studied in the spring. Cuttings are made, seeds planted, and some transplanting is

done. *A garden and greenhouse calendar is furnished to show when all such work is due:*

Physical: thermometer; burning of wood and coal consuming both volatil and solid matter; construction of stoves, noting especially the air currents and the use of dampers: use of chimney; the two systems of heating used in the schoolroom; ventilation of the room; heating and ventilating system of the main building; the evaporation of water in a few very simple quantitative experiments showing the effects of extent of surface, temperature, and air currents upon the rate; the effect of wind upon the rate of drying of clothes, muddy walks, etc; observations of wind, clouds, rain, floods, snow, hail, and frost especially in relation to man and his activities, such as the various effects produced by these agencies upon transportation and crops, using local instances as examples; as storms occur, comment and observation upon their destructive effects on trees, etc. For one month, beginning with the day the new moon is first to be observed, each pupil sketches its appearance about sunset in the first half of the month and about sunrise in the second half. The sketches are made about every other day. When the observations are completed an explanation is brought out by the teacher, new moon, first quarter, full moon, and third quarter being taken into consideration. Observation of the Great Dipper, Little Dipper, Orion, the Pleiades, and the Polestar. The apparent diurnal motion of the stars in relation to the Polestar is observed.

Spring. Garden. indoors the children decide upon the arrangement of the flowers in their gardens; simple plats are drawn by the children upon which the arrangement is indicated; the same is done with plats of the home gardens which are brought; it is not attempted to draw these plats exact to scale; plant sweet-pea, pansy, china-aster, morning glory; tomato, sweet-corn, leeks, and chives; simple indoor experiments are made to determine the conditions under which sweet peas will germinate and begin their growth to best advantage, bringing out therewith what physical conditions are essential to germination and continued growth; frequent visits to the school wild flower garden, noting the changes in appearance from one week until the next, and the effects of weather upon the rate of development; mandrake, bloodroot, buttercup and spring beauty are especially watched; in connection with mandrake and bloodroot observation is made of the division of the plant body into root, stem, leaves, flower, and fruit; sketches of these are made and their general functions brought out in so far as can be done using only the observations of the children as a basis; easter-lily, started in greenhouse in winter, is continued, being observed from time to time through its development; the flower of this plant is used to introduce the observation of petals, stamens, pollen, and pistil without any attempt as yet at explanation of their functions.

Trees: indoor work on twigs of willow and peach early in the season; observe the spring aspect of the nut trees studied in the fall; watch for the growth of seedlings; become acquainted with box-elder, sassafras, redbud, and mulberry, relating the last to work with silkworm indicated below.

Illinois
State
Normal
University

Annual Catalog and Course of Study *Birds:* flicker, redhead, sapsucker, and any other woodpeckers seen; special study of the flicker, comparing other woodpeckers with this one; note where it is found, its habits of moving about, feeding, and nesting; its value to man; keep bird calendar; learn to recognize bird notes of the birds known by sight.

A few minutes are taken every day or two in this and higher grades to discuss what new bird activities have been lately noted by pupils or teacher.

Insects: as in the fall, they are here considered informally as they are encountered in connection with plant study; observation of the ant colonies on the campus; cocoons and chrysalids put away in the fall are watcht for the emergence of moths and butterflies; study of the silkworm; development from the eggs; occasional visits to the large pond on the campus and observation of the insect life there; dragon-fly larvae brought into the school room and observd in an aquarium.

Observation of oats in the garden in connection with geogrfay work upon this topic.

FOURTH GRADE

Fall. *Garden:* continue the study of the plants started in the previous spring; harvest tomatoes; decide which varieties are preferable for food; gather seeds of aster, pansy, and sweet-pea; in anticipation of the work of the following spring, observ the dahlia roots and the methods of storing them for the winter; gather seeds of petunia, ten-weeks-stock, wishbone-flower (torenia), and marigold; morning glory as a type of annual climber; compare with sweet-pea as to method of climbing; cuttings of coleus to pot and take home for winter; plant tulip and narcissus bulbs at home and school; appearance of currant and gooseberry in fall; propagate by layering.

Birds: continue study of woodpeckers, adding nuthatches and brown creepers; note the different methods of these birds in climbing the trunks of trees; determin which of these migrate in the fall.

Trees: continue study of those begun in the spring; add locust and larch.

Insects: tomato-worm if found on the tomatoes grown by the class; work out life history; ladybugs as found in the garden; what are they doing? bees as honey makers; specially constructed beehive with swarm in the school room.

Miscellaneous: observ flax and sorghum in the garden in connection with the geogrfay work on these topics; burdock as a type of weed; compare thistle and wild carrot; the methods of exterminating them.

Winter. *Biological:* crow; habits; detaild study of the fethers; relation to man; evergreen trees on the campus, observation to be continued in the early spring when the new cones are ripe.

Physical: water supply of the school; pump connections; observation of differences in pressure at basement and third story; basement connections; air-cushions; faucets; city water system; pumping station; gage; stand-pipe; the laying of mains, if available; connections; cutoffs; fire-plugs; city fire limits; water heating cylinders and water fronts in stoves; Normal and Bloomington fire departments; city sewer sys-

tem; house drainage; sinks; traps; vents; catch-basins; wells; the water-plane; percolation of soil moisture; suction forces and lift-pumps; the siphon; buoyancy of liquids.

Illinois
State
Normal
University

Spring. *Garden:* potato; indoor study of the parts of the tuber; the cutting of tubers for planting, discussion of methods of planting; measure the area to be planted; potato scab observd if present and the method of combating it discust, experiments in connection with potato culture: plant carrot, parsnip, salsify, petunia, torenia, ten-weeks'-stock, marigold and dahlia; garden plats drawn as indicated for preceding grade; continue studies of tulip, gooseberry, and currant started in the fall.

Wild flowers: how do these plants succede in sending up their leaves and flowers so early? continue observations and discussions upon the general functions of the different parts of the plants, limiting this work to points observable by the children and readily appreciable deductions made by them from observd facts; note the various devices shown for securing the light relation as indicated by variations in leaf pattern and position; observation of the parts of the flowers; discussions of preservation of wild flowers and discouragement of reckless picking; hepatica, Indian turnip, violet, and trillium; observation of the two kinds of flowers in the Indian turnip: what are flowers for? what becomes of the pollen? irregularity of flower parts in the violet.

Soil: observation of clay, sand, gravel, humus, and garden soil; what things are found in garden soil? plant seeds in different kinds of soil and note effect on growth; careful observation of relation of roots to soil; experiments showing the turning of roots toward moisture; root hairs; observation of root tip under microscope.

Trees: American elm; general form, flower, fruit, and leaves, noting time of appearance and maturity of each; how long does it take to mature the fruit? adaption for dissemination of seeds; plant seeds; make acquaintance of other elms on campus, English, Scotch, and camperdown; hackberry; sumach; haws; learn to recognize elm seedlings and look for them along walks and fences; why should they occur here?

Insects: continue observation of lady-bugs; how have they spent the winter? potato-beetle; relation of lady-bugs to these, saw-fly larvæ on gooseberry and currant; work out their life history; look for the natural foes of these insects; observ aphids on cockscomb galls on elm leaves.

Birds: continue study of crow, oriole, rose-brested grosbeak, cardinal grosbeak, and wood thrush; excursions on the campus outside of school hours may be necessary for the observation of these; no habits of feeding and nesting; relation of cardinal grosbeak to the potato beetle; indoor study of nests of the birds observd.

In this as in other grades the effort is made to make detaild study of certain birds, but the teacher must be governd in this part of the work primarily by circumstances. Any bird not previously studied is to be studied at any time that conditions for such study are especially favorable.

Fall. *Garden:* continue study of potato; harvest the crop; measure and compare with the amount planted in the spring; check up on the experiments started at that time; determine what hills have given the greatest yield and which potatoes are desirable to save for "seed"; dig dahlia root and put away for winter; gather seeds for home grades; in preparation for next spring, gather beet seed and preserve a few root from which to obtain seeds the next year; gather seeds of salvia, lobelia, and snapdragon and put away for next spring's planting; raspberry and blackberry; condition of the plants in the fall, especially the canes that bore fruit in the summer just ended; the need for pruning; the appearance of new stems; the number on each plant; propagation by tip rooting; observe strawberry plants, noting the habits of growth and propagation; cover strawberry beds.

Trees: ash trees on the campus; the oaks of the campus with study of the fruit; compare with the native oaks in neighboring woods; distinguish white from red oak by leaf characteristics; compare acorns from several different oaks noting the different sizes and shapes of cup and nut; the uses of oak for furniture and finishings, observing the polished wood; observation of the white birch; review of the trees studied in fourth grade; plant peach seeds to get seedlings to bud in the following fall; leaf coloration and fall; why do not the evergreens shed their leaves? what trees of the campus with needle-like leaves do shed them? (larches) in what part of the leaves does the green color remain longest? what weather conditions give us the best leaf coloration? does a sharp frost produce better coloration? does the loss of the leaf leave a wound which must be healed?

Birds: continue observation of those studied in the previous spring; report of summer observations of these birds; the thrushes to be seen in Normal during the fall migration, hermit, olive-backed and gray-checked; keep a list of the birds seen during this term; study of nests after the leaves have fallen; determine the total number to be seen in the trees of the campus; what trees are favorite nesting places? what trees appear to be avoided? how far from the ground are the majority of the nests? report on nests seen in other parts of the town, or in hedges along the roads.

Insects: grasshoppers found in the garden and on the campus; how many different kinds? what do they eat? how do they move about? how do they eat? place a few in a terrarium in the schoolroom for observation; determine by experiment the amounts of grass eaten; determine how the meadow grasshopper makes its music; the snowy tree-cricket found on raspberry bushes compared with the black cricket; both considered as relatives of the grasshopper; the cockroach and methods of exterminating it in houses; arrange a few breeding cages to obtain eggs of the grasshopper and cricket.

Winter. *Biological:* preparation for garden work by planting seeds in greenhouse; study of the winter woodpeckers, the hairy and the downy.

Physical: simple experiments in magnetism and electricity; construction of galvanic cell; electro-magnets; electro-plating.

Spring. Garden: measure the fifth grade garden accurately and draw to scale; different methods of propagating flowering plants; plant salvia, lobelia, snapdragon, gladiolus, and tuberose; beets; plant seeds and set out roots; a type of biennial; plant rutabaga, turnip, mangoes, parsley; continue the study of raspberry and blackberry; strawberry; uncover beds; note propagation by runners; flower; fruit; culture; marketing.

Trees: the gray birch and the paper birch studied at intervals during the term; the fruit; the seeds; the wood in furniture making, the uses of the bark; flowers and fruit of beech and ash; dig up a few of the peach seedlings planted the previous fall to determine how the young plants get out of the stone.

Lawns: bluegrass; observation of its condition at the beginning of spring; its habits of growth; the characteristics that make it a good lawn former; the care of lawns; how to make a good lawn; the selection of grass seed; test of grass seed obtained in local market; dandelion as a lawn weed; habits of growth; root; flower; fruit; what characteristics make it a successful weed? how should it be combatted? its competition with the bluegrass; what advantages does each possess over the other? to what great plant family does it belong? what are the characteristics of this family? examine a flower head under the dissecting microscope making out the external appearance of the individual flower; observe centrifugal maturing of flowers; mark dandelion plants to determine rate of maturation of floral heads and fruit; determine rate of growth in length of the scape after floral maturity; determine effect of environment upon length of scapes; plantain, crabgrass, and other lawn weeds which may be encountered in abundance; the mole as an enemy of the lawn; its habits; its special adaptations for its mode of life. See also grubworm below.

Birds: brown thrasher; wren; catbird; make and put up boxes for the wrens.

Encourage the pupils to continue observation upon these birds especially during the summer months. This applies to summer studies of the respective birds in each grade and under proper stimulus the interest appears to be well maintained thru the long vacation.

Insects: grubworms and may beetles; the grubworm an enemy of the lawn; recall grasshopper and cricket study in this connection; roll worms on strawberries; watch for these moth larvae early and remove, keeping a few in a jar in order to work out the life history; it is the second brood that does the greatest damage.

SIXTH GRADE

Fall. Garden: continue the study of the plants set out in the spring; dig and house bulbs; especial attention to gladiolus and tuberose, noting the growth that the bulbs have made during the season; flowers of torenia and salvia; correlate the structure of these with the insects which visit them and consider in general the services which insects render to plants as agents in cross pollination, cross pollination itself being touched upon only incidentally to floral structure and insect activities; complete life history of the beet; observe the entire

Annual Catalog and Course of Study root-system; compare with the sugar-beet; show by experiment that sugar is present in beet roots; gather seeds as usual for next spring's planting; make soft-wood cuttings of any plants desired to take home for winter blooming; as weeds, pigweed, purslane, and ragweed.

Trees: bud the peach seedlings started the fall before; peach tree culture; comparativ study of cherry and plum; sycamore, poplars, purple beech, coffee tree, mountain ash.

Birds: continue the observation of those studied in the spring; report on summer observations especially as to wren and catbird; goldfinch and junco.

Insects: peach tree borer; flies found on the garden plants as to habits and food; soldier beetles on the garden plants and on golden-rod; the golden-rod gall gnat; larvæ of butterflies on borage and sassafras; keep these in a terrarium and observ their life histories; spiders as to habits, homes, and food.

Sky Studies: the movements and phases of the moon; its physical condition; changes in mesurd noonday altitude and in the length of day and night; the ecliptic and zodiac; the apparent annual motion of the sun; the rotation of the star sphere; the poles and the equator; the autum constellations; the milky way; the planets, noting their changes of position; the general plan of the solar system; eclipses if one occurs.

Winter. *Physical:* systems of lighting in common use; construction and principles involvd; incandescent light; arc light; kerosene lamp; gasoline lamp; gasoline carbureter; acetylene lamp. Study of petroleum; crude petroleum; production; refinement into commercial products. Coal gas; manufacture and combustion of coal gas; kinds or grades of coal; peat, lignite, bituminous, cannel and anthracite. Sources of coal and petroleum. Chemistry of combustion: kindling temperature and burning point. Application of these facts to lighting studied above. Brief reference to the history of the production of fire and its influence upon civilization.

Spring. *Garden:* plant sweet scabious, gaillardia, cosmos, several varieties of poppy, california poppy; cabbage, broccoli, cauliflower, brussels sprouts, kohl-rabi, kale, endive; cold frame work in preparing members of the cabbage family for transplanting; continue the study of the annual field and garden weeds begun in the fall; complete the work on the budded peaches; study the flower of the peach, cherry, and the plum as representativs of the rose family and compare with the flowers of other members of the rose family in bloom at this time of year; consider the formation of the fruit from the flower in these fruit trees; note the effects of wether on the flower and fruit crops, noting especially the effects of severe frost on the fruit if one occurs.

Trees: the trees of the campus; general survey; history of the planting of the trees on the campus which fifty years ago was a perfectly treeless piece of prairie; which of these trees are natives of Illinois? group the principal trees into their botanical families; a special study of catalpa, planting the seeds, and considering its value as a tree to be set out on prairie soil; the planting of catalpa for railroad ties in Illinois; study of its flower; the ways in which forests are des-

troyd; what is being done to renew the forests? consider the causes of the treeless prairies of this region and note their distribution; the natural groves of McLean county; compare three trees of different kinds as to the growth which they make in one season; using poplar, willow, catalpa, and oak, compare rates of growth by measurements of year-old twigs showing the large differences in growth rate between "hard" and "soft" woods.

Birds: meadow-lark; bobolink; purple martin; swifts the value of the meadow-lark and the bobolink in the fields; the value of the martins and the swifts as mosquito and fly destroyers, observing habits before drawing conclusions.

Insects: housefly; its habits and relation to man; work out the life history of the mosquito in an aquarium; study the water-bettles as enemies of the mosquito, watching them in an aquarium which is also stocked with mosquitoes; study any insect found on the fruit trees as to their relation to these trees.

Other animals: snails and slugs in relation to garden plants; toads frogs, and salamanders as to habits, food, life history, and relations to man.

SEVENTH GRADE

Fall. *Garden:* continue the study of the cabbage family, noting the parts used for food in each kind; the methods of storing for winter use; special characteristics of the flowers started in the spring, considering the plant families which they represent and individual adaptations of structure; observation and study of the uses of the various medicinal plant and kitchen herbs grown in the garden: select seed corn from home and school garden, noting the desirable points in stalk and ear; the method of storing seed corn for winter; make grape cuttings and store for winter; the common field weeds, especially cocklebur, butter-print, and mustard; consider as to structure of plant body, floral characteristics and botanical relationships; students work out the special characteristics, which make these successful weeds.

Insects: the insect enemies of the cabbage family; work out the life history of the cabbage butterfly in the school room; the braconid and chalcis flies as enemies of the cabbage butterfly; aphids found on the garden plants and on trees and shrubs of the campus, the winter eggs of aphids being frequently found in abundance on white pine needles; the lace-wing fly, the syrphus fly, and the lady-bug as enemies of the aphids.

Birds: pheebe pewee, great-crested flycatcher, least flycatcher, and king-bird as members of the flycatcher family; their habits and value to man.

Wether: daily observation of the wether conditions, at first mainly non-instrumental, and later, when the reading of the instruments is learned, with fuller instrumental data; this work finally includes barometric pressure, dry and wet-bulb reading, maximum and minimum reading, wind direction and estimated velocity, clouds as to amount and kind, precipitation, and the recording of dew-point and

Annual relativ humidity; in connection with the interpretation of observations and in explaining instruments, the mechanics of liquid and gases
Catalog and is experimentally studied; study of the wether maps, monthly wether
Course of reports, and mechanics of the Wether Bureau; a notebook is kept.
Study

Winter. The human body.

Spring. *Garden:* corn; germination tests of the ears gathered the previous fall; study of corn kernels as to structure and food content; corn culture with experiments in school and home gardens; study of as a plant type; its commercial value; means of improvement of the crop; sweet potato culture; raise plants in cold frame or greenhouse; melon family; watermelon, muskmelon, citron, and cucumber; take home for trial seeds of various varieties of melon family; plant vinca, euphorbia, zinnia, calliopsis, centaurea, blue sage; grape; habits of growth; flower; fruit; method of pruning and spraying; transplant grape cuttings made in the previous fall; comparativ study of relativs of the grape, the five-leaved ivy, the Boston ivy, and the wild grape; continue study of weeds begun in the fall as to their spring aspect.

Soil physics: ground water; ground air; experiments to show the conservation of moisture, porosity, capillarity and air spaces; show the relation of plants to soil; uses of fertilizers.

Animals: earthworm in connection with soil study; beetles found on the melon vines and methods of combating them; corn root aphids; plum curculio, and any other insect found on the garden plants; ground squirrel; ground-hog; coon; skunk; gopher; field mouse; the groups of mammals, emphasizing the study of domestic types whenever possible.

Birds: review the flycatcher studied in previous fall; shrike; nativ sparrows; the value of these to man; note the characteristics of the sparrow family; group other well known birds into their families, such as thrushes, mocking-bird, blackbird, woodpecker; individual field work following outlines given by teacher and reports on same.

EIGHTH GRADE

Fall. *Garden:* continue corn; check upon the experiments workt out in the home and school gardens; observation of kaffir corn in the garden; uses and comparison of structure of seeds with other varieties; continue study of melon family; reports on those grown from special seed at home; comparativ study of the habits, flowers, and fruits of the members of this family; sum up the characteristics of the family; harvest the sweet potatoes, mesure, and determin the yield per acre; make cuttings of roses; make the acquaintance of some of the desirable varieties of apples and pears; observation of these trees and study of general character; study the clovers, soy-beans, cow-peas, and alfalfa grown in the garden with special reference to their effect upon soil fertility.

Insects: insect enemies of the apple and pear; the pear-slug, the canker-worm, scale insects, and codling-moth; the insect enemies of other trees; white marked tussock moth; working out the life history; tent caterpillar; fall web-worm; any insect found on the corn or mel-

ons and the methods of combating; look for their natural foes, as parasites, predaceous insects, and birds; division of labor and care of young among insects; mud-dauber, polistes, hornets; bumble-bee as related to the pollination of red clover.

Birds: special attention to the fall migrants from the north, especially warblers and kinglets; quail and other local game birds; their protection; the game laws of Illinois.

Fungi: the common mushrooms; the smut on corn and other grains; blight on pear and apple; mildew on lilac or other plants; mold on fruit; tree fungi; study of the methods of combating these when injurious.

Wild plants: study of remnants of the prairie flora; the special characteristics of these plants.

Winter. The human body; some simple experiments in plant life in the greenhouse, and in bacteriology in the biology laboratory.

Spring. *Garden:* plant alternanthera, lantana, heliotrope, ver-bena, other flowers selected by the pupils; okra, celery, egg-plant, spinach, asparagus; experimental work in the garden to determine methods of culture best suited to the local conditions of soil and climate; oats; test seed for purity and vitality; experiments to determine the desirable depth of planting, and the amount of seed to be used per acre, different varieties are sown by different pupils in the home garden; graft apple trees and set out in nursery rows; study the culture of apple trees and the history of their amelioration; apple culture used to exemplify the general principles of horticulture; acquaintance with the more successful varieties of apples; a comparative study of the pear; apple and pear industry in Illinois; visits to a nursery.

Insects: any insect pests encountered in connection with the plant studies.

Birds: the birds of prey; owls, sparrow-hawk, red-tailed hawk, sharp-shinned hawk and others; the value of birds of prey to the farmer; characteristics of these birds as a group; special study of the migration of birds; continue the study of warblers.

Botany: the great plant groups; observation of the gross anatomy of types, algae, fungi, liverworts, mosses, ferns, conifers, monocots, and dicots.

Hand Work

The guiding principle in preparing the hand work of the first, second and third years is to put thought into it. Some of it is based upon the reading lessons but more upon the literature—Hiawatha. Much of it centers around the "special days" as All Saints' Day, Thanksgiving, Christmas, the February birthdays, St. Valentine's Day, Arbor Day, etc. The first of each month a calendar is made decorated with drawings and pictures appropriate to the month. Many decorations are made for the room—mats, chains, draperies, borders, etc. Stories are illustrated by molding, paper-cutting, and drawing. In the latter part of the year the advanced class does some composition work, illustrated in the same manner.

In the fourth and fifth years more difficult processes than those previously employed are undertaken. The materials used are paper and cardboard, reeds and raffia in basketry, and textiles in weaving. Development in artistic taste in the designs used, and in accuracy in manipulation, is encouraged. Some of the articles made are boxes, trays, notebook covers, booklets, envelopes, baskets, hats, rugs, mats.

In the sixth year a beginning is made in more technical processes requiring a somewhat more elaborate equipment of tools and appliances. For the present the work will include Venetian bent iron work in the construction of easels, card receivers, candle-sticks, vase holders, etc., and knife work in thin wood in making of such articles as pencil sharpener, match scratch, calendar mount, and pen wiper.

In the seventh and eighth years the pupils receive instruction in benchwork in wood in the well-equipped laboratory of the University. They are taught the properties of wood and various other materials and the use of the ordinary woodworking tools in the construction of various articles that are useful in school or at home or are valuable as gifts to friends. These may include: ironing board, clothes rack, pen tray, handkerchief boxes, shelf, etc.

Art Instruction

TO THE TEACHER

The director meets the teachers once in two weeks. At this time there are criticisms of the work that has been done and suggestions for work to follow.

A teacher should be more attentive to the points made in the teachers' meetings than to those given here.

One who attempts merely to follow this outline may do very barren and unsatisfactory work. He must learn to see, and feel, and think, in order to lead the pupils.

He should learn to be quick and keen to understand and appreciate the possibilities of the pupil. The forty children in a room should not be forced into the same narrow way. Each child should find something for himself and express it.

A good drawing is the result of two things—the idea expressed and the skill of expression—both must grow. In good teaching the first will produce the second.

While a child should not be careless or wasteful he should be free. He should seek a power of his own and be taught to appreciate it.

A teacher should not consider work a success with only two or three good results. The feeling or attitude of the pupil to his work is the best test.

Any teaching of this subject which makes it hard for the pupil, which frets or worries him or forces him until his work is drudgery, is a failure.

This course is shaped with the hope that children will grow in the appreciation of beauty and in turn make beautiful things.

It is the function of the grades to equip the pupil for the work of advanced courses in the high school, they to do a part toward making men and women of the day. This is not done by giving the little children the work of the older children, by giving them the same problems modified. One who knows the subject and sees its possibilities should find a development from the first grade thru the high school and should hold the work in line to that end.

The work of the elementary school is to train the eye to see beauty in things and the hand to express it. The course is therefore a study of nature and of things made by man for their beauty and for a feeling of the pupils' opportunity or duty.

The expression demands the language of form; this therefore becomes a part of the work in the grades.

GENERAL PLAN OF WORK

In September the great abundance of beautiful flowers and sprays furnish studies that cannot be surpassed.

The gorgeous foliage and rich color of the fruits and vegetables of October are not less attractive.

The active month of November makes pose study interesting. The boys and girls, dogs, cats, rabbits and birds are full of life.

Interest in pretty things just before Christmas leads to still life studies which are beautiful in shape and in color.

The study of objects in December will prepare the way for study of the effect of foreshortening and convergence in the appearance of objects in January.

From the middle of February to the middle of March objects may be studied for facts of form, in contrast to the appearance just studied.

This is followed by decoration until the first of May when nature is turned to again. The fresh tender buds and twigs give a dainty gentle feeling for things which may not have been found before.

The study of the works of the Masters is a valuable part of the course and should be worked in at suitable places. It is like teaching the children to read good books. Fifteen plates are assigned to each grade in addition to the pictures in the room and work the teacher may otherwise do.

SETTING OF THE SUBJECT TO THE CHILD

In many cases the subject of form has been substituted for art. The simplest things in form are not the simplest things to a child. We have long made the mistake of leading children thru dots, lines and squares to things. By the time we have reached ideas the children are lost—dead.

The work in the first and second years in the school is free expression. Formal work in form study begins in the third year and is carried thru the eighth;

Annual Catalog and Course of Study Color is the most striking characteristic of form, therefore a color medium is the strongest, second to that is the mass, and third the outline. Ink work, clay, and paper-cutting are also good mediums of expression.

The work in the primary grades should be in color which may be followed in lower intermediate by mass drawing. In the fifth and sixth years objects may be held by outline. In the seventh and eighth years by light and shade and color.

The child begins with a color drawing and ends with a color drawing. One is his first fearless, helpless effort. In the other he is master of every element of which the drawing is made.

Music

First Year

- (a). Songs learned by imitation.
- (b). Observation of the rhythmic divisions, phrases, accent, beats, measure, and scale relation of tones, as found in the familiar songs.
- (c). Individual singing.

The book used: A Primer of Vocal Music, Modern Music Series—in the hands of the teacher.

Second Year

- (a). Many of the songs of the first year sung with closer observation of elements.
- (b). New songs learned by imitation.
- (c). Many familiar melodies sung by syllable. The study of the scale and intervals based on these melodies.
- (d). Representation of the above placed on blackboard and later observed in the book.

Text: The Primer of Vocal music—in the hands of the pupil.

Third Year

- (a). Imitative work and song observation continued, gradually giving place to sight-reading.
- (b). Technical difficulties: measure forms, tone lengths, intervals and position of key-tone on the staff in new material, mastered through observation and comparison of like problems in familiar songs.
- (c). Sight Reading.

Text: The First Book of Vocal Music.

Fourth Year

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(a). Some songs learned by imitation for a practical experience in the new musical elements—two tones of unequal length during two beats, the easier chromatic tones and six-eight meter with two beats to the measure.

(b). Two-part singing introduced as combined melodies, thru the use of the canon and round.

(c). Sight Reading.

(d). A thoro study of the notation, including the letter names of staff degrees.

Text; The First Book of Vocal Music—Last half.

Fifth Year

(a). A few songs learned by imitation for observation of new tone lengths and chromatics.

(b). Two-part singing continued by means of songs and exercises in canonic form, developing into two-part work harmonically considered.

Text: A Second Book of Vocal Music.

Sixth Year

(a). Continuation of the work as outlined for the fifth year.

(b). Three-part work introduced by means of the round and canon.

(c). The minor scales and keys.

Text: A Second Book of Vocal Music—Last half.

Seventh Year

(a). Continue work in chromatics.

(b). Review minor scales.

(c). Continue three-part singing.

(d). Insure familiarity, both practically and theoretically, with all forms of notation heretofore used.

Text: Alternate Third Reader—Modern Music Series.

Eighth Year

(a). Continue the study of chromatic, and minor scales.

(b). Some study of major and minor chords. Modulation.

Texts: Alternate Third Reader, and Supplementary Readers.

Gymnastics

First Year

Aim:

- (a). To promote health and normal growth by stimulating the vital functions and relieving the nervous fatigue which comes from enforced quiet and unaccustomed activities.
- (b). To perfect or improve already established muscular co-ordinations rather than to introduce new ones i. e. to obtain lightness and freedom in movement.
- (c). To cultivate a habit of prompt response to signals and simple commands and to develop sense of the rhythm, both of which are necessary to concerted action, and economy of time in later work.

Materials:

- (a). Sitting position, standing position, the turn to left and to right marching to rhythm not to step, spacing and alignment in ailes and when marching, the start and halt in march. run or skip.
 - (b). Rhythmic and imitation plays, running, hopping, flying, skipping, passing and throwing games using bean bags, games for sense training.
-

Second Year

Aims:

Those formulated for first year are controlling principles here. In addition to perfecting already established co-ordinations which involve the unconscious use of the body as a whole, conscious volitional control in localized movements for brief periods is demanded; the distinction between games and gymnastics is begun.

Material:

Gymnastic standing and sitting positions, simplest gymnastic positions for arms and feet, breathing movements. Marching in step with halts in two counts. Games: those of first year continued; and tossing and catching of bean bags and simple competitive games.

Third Year

*Illinois
State
Normal
University*

Aim:

While the hygienic effect of exercise is still the chief end in view attention should now be given to the prevention of those defects in bearing which commonly manifest themselves as a result of school life. Earnest efforts should be made to assist the formation of those habits of sitting and standing which result in permanent symmetry: an erect bearing in all recitations should be insisted upon. While avoiding mental strain, accuracy and quickness should be demanded in both gymnastics and games.

Material:

Gymnastic days' order as furnished in outline.

Marching: halt with either foot, tiptoe march, touch toe, follow and balance step.

Games requiring considerable accuracy; quickness, discrimination, some judgment.

Fourth Year

Aims:

As outlined for preceding year, adding a degree of physical endurance while avoiding all excessive demand upon heart and lungs.

Material:

Gymnastic days' orders involving more difficult co-ordinations and the maintenance of conscious muscular control for longer periods, rhythmic setting-up exercise consisting of already well-learned movements, one simple march regimen.

Games: bean-bag, tossing and catching with either hand, relay races, short sprints, besides games of preceding years.

Fifth Year

Aims:

As in fourth year.

Material:

Gymnastic days' orders developed from those of preceding year, rhythmic exercises with wands; in spring term jumping, vaulting and short sprints for boys, fancy steps and march regimen for girls; occasional games as time and space will permit.

Aims:

The promotion of health and normal growth thru the stimulation of activity in heart, lungs and nutritive organs is in this year as important as in the first year. A considerable degree of muscular co-ordination and some physical endurance should be attained, proper habits of bearing should be fixed; leadership, co-operation in games should be developed.

Material:

Gymnastic days' orders, rhythmic exercises with dumb bells, games, running emphasized for both boys and girls but kept well inside the point of strain. Work in spring term is along the lines indicated for fifth year; shot put with half weight shot added for boys.

Seventh and Eighth Years

Aim:

As outlined in preceding years but with increased care to avoid strain as increased variety of work and growing ambition of pupils make necessary.

Materials:

Two-minute setting-up exercises for frequent use as a hygienic measure in school room, gymnasium work for boys and girls in separate classes one-half hour twice a week.

Gymnasium work includes corrective gymnastics, rhythmic work using dumb bells and clubs in alternate years, elementary exercises on heavy apparatus with emphasis on those in which body is suspended and avoidance of those in which weight rests upon the arms as in parallel bar work, games including basket ball.

Gymnasium work for girls includes corrective gymnastics, clubs and dumb bells in alternate years, fancy steps and marches, simple exercises on ladder and rings, games including basket ball.

❖❖	STUDENTS	❖❖
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Post Graduate

Name	County	Postoffice
Babbs, Mary Irene.....	Coles	Fair Grange
Cherry, Mrs. Mary Bloomer.....	McLean.....	Bloomington
Cook, Mrs. Dora.....	McLean.....	Bloomington
Wallace, Maude.....	Macon.....	Decatur
Gingerich, Elmer George.....	McLean.....	Normal
Griggs, Gresham.....	McLean.....	Normal
Solomon, George W.....	Macoupin.....	Palmyra
Strong, John Arthur.....	Warren.....	Roseville

Graduates

Armitage, M. Louise.....	Kankakee.....	Buckingham
Bastian, Ora.....	DeKalb.....	Hinckley
Boling, Oleata Margaret.....	McLean.....	Normal
Boruff, Ethel Elizabeth.....	Mercer.....	Keithsburg
Bosworth, Mabel E.....	(Pennsylvania)...	Pittsburg
Carter, Luvicy E.....	Madison.....	Collinsville
Clement, Pauline.....	Christian.....	Pana
Craig, Edith Marian.....	McLean.....	Normal
Donaldson, Elizabeth.....	Champaign	Urbana
Dougherty, Margaret	McLean.....	Bloomington
Geiger, Minnie Josephine.....	Ford	Paxton
Gentry, Myrtle Grace.....	Platt.....	Hammond
Gould, Mary Cecelia.....	McLean.....	Bloomington
Hazlett, Isabel.....	McLean.....	Bloomington
Hedden, Inez.....	McLean.....	Bloomington
Heller, Lottie.....	McLean.....	Normal
Hiles, Rose.....	McLean.....	Normal
Horner, Eugenia Ethel.....	St. Clair.....	Lebanon
Ingels, Lou Carrie.....	Cook.....	Chicago
Johnson, Edina Sarah.....	Grundy.....	Morris
Kershner, Grace Katherine	McLean.....	Normal
Kurtz, Margaret.....	Wayne.....	Jeffersonville
McMurray, Ruth.....	McLean.....	Bloomington
Martin, Nellie Rebecca....	Sangamon.....	Williamsville
Mathis, Carrie E.....	Ford.....	Melvin
Mehlhop, Margaret.....	Mason.....	Havana
Patterson, Martha.	McLean.....	Normal

<i>Students' Names, County and Postoffice</i>	Name	County	Postoffice
	Pellet, Emma Adele.....	St Clair.....	East St. Louis
	Potts, Ethel Lena.....	Moultrie.....	Lovington
	Reeder, Sally.....	McLean.....	Normal
	Richert, Anna Mary.....	Greene.....	Whitehall
	Rohrbach, Marietta.....	Ford.....	Piper City
	Roman, Mata.....	Madison.....	Granite City
	Scott, Myrtle.....	DeWitt.....	Wapella
	Selby, Hallie Adelaide.....	Kankakee.....	Momence
	Shortt, Bert.....	Cass.....	Ashland
	Sidwell, Bertha.....	Pike.....	Nebo
	Thriege, Hazel Marietta.....	McLean.....	Bloomington
	Ward, Mary Myrtle.....	Scott.....	Glasgow
	Wheeler, Mary.....	Stephenson.....	Freeport
	Couch, Homer Carl.....	Peoria.....	Hanna City
	Diehl, Harry Levi.....	Fulton.....	Ipava
	Glaeser, John Henry.....	Adams.....	Camp Point
	Hannon, Daniel Cavanaugh.....	Henry.....	Geneseo
	Harrison, Charles.....	Fulton.....	Cuba
	Huxtable, Harold.....	Woodford.....	Roanoke
	Keith, Norman.....	Pike.....	Perry
	Maceda, Sixto.....	(Philippine Islands)	Pagsan- [jan, Laguna
	O'Hern, Thomas Leo.....	Fulton.....	Vermont
	Ritcher, George Clyde.....	Madison.....	Troy
	Rosenberry, Earl.....	McLean.....	Normal

Two-Year Course

Students who have completed one year's work or more but not two years'.

Alkire, Hallie.....	Menard.....	Greenview
Allen, Bertha May.....	Pike.....	Pittsfield
Atkinson, Gladys Belle.....	Jo Daviess.....	Galena
Bogges, Edith Elliott.....	Vermilion.....	Catlin
Botts, Cora Imogene.....	Hancock.....	Plymouth
Brett, Florence Caroline.....	McLean.....	Bloomington
Cancienne, C. Blanche.....	Christian.....	Assumption
Cleary, Elizabeth.....	Kankakee.....	Momence
Gants, Edith Leora.....	Marshall.....	Wenona
Goodwin, Jessie May.....	Peoria.....	Chillicothe
Gray, Effie.....	Bureau.....	Buda
Green, Jenny Lind.....	White.....	Norris City
Green, Luna Grace.....	White.....	Norris City
Hiltabrand, Edna.....	Marshall.....	Henry
Hudson, Guida Marie.....	McLean.....	Saybrook
Huxtable, Winnie.....	Ford.....	Paxton
Jones, Edith Gladys.....	McLean.....	Leroy
Kane, Nellie Marie.....	McLean.....	Lexington
Kelley, Edna Irene.....	Cook.....	Maywood

Name	County	Postoffice	Illinois State Normal University
McColley, Carrie Lucile.....	McLean.....	Normal	
Mahaffey, Edna Louise.....	McLean.....	Bloomington	
Mathis, Edith Leone	Ford.....	Melvin	
Miller, Margaret.....	Henderson.....	Kirkwood	
Parmelee, Lucile	McLean.....	Bloomington	
Parrett, June Elizabeth.....	DeWitt.	Farmer City	
Printz, Ina.....	McLean.....	Bloomington	
Pumphrey, Mable	McLean.....	Bloomington	
Root, Cecile Belle.....	Marion.....	Centralia	
Root, Myrle.....	McLean.....	Bloomington	
Samuell, Lucy Elizabeth.....	Mason.....	Easton	
Sawyer, Tillie Marie	Washington.....	Beaucoup	
Stevenson, Bernardine.....	McLean	Bloomington	
Sutton, Jeannette Blanche.....	Henderson.....	Dallas City	
Talbot, Madeline.....	Will.....	Joliet	
Thornblade, Alphild.....	McLean.....	Bloomington	
Tyrrell, Therese.....	Lake.....	Waukegan	
Winstead, Marguerite.....	McLean.....	McLean	
Worthington, Grace.....	Ford	Melvin	
Zimmer, Emma	LaSalle	Ottawa	
Branom, Fred Kenneth	Morgan.....	Waverley	
Curry, Loren Bernard	McLean.....	Towanda	
Evans, Wallace.....	McLean.....	Gridley	
Gray, William Scott... ..	Adams	Coatsburg	
Griggs, Loren Cecil.....	Adams	Payson	
Leimbach, George Henry.....	Logan.....	Chestnut	
Lindsey, Richard Vernon	McLean.....	Normal	
Moore, George Floyd	McLean	Normal	
Mounce, George.....	Sangamon.....	Farmington	
Smith, Arthur John	McLean.....	Bloomington	
Twomey, Leo.....	McLean.....	Bloomington	
Van Petten ,Donald Robinson.....	McLean.....	Bloomington	

Students who have done less than one year's work in the two-year course.

Armstrong, Edith Alice.....	McLean	Bloomington
Baine, Mary Jane.....	McLean.....	Bloomington
Balmer, Margaret L.....	Richland.....	Olney
Barshinger, Mildred.....	Stephenson.....	Freeport
Bishop, Ada Virginia.....	McLean	Bloomington
Brooks, Dora Alta.....	(Arkansas).....	Russellville
Bruce, Florence Fay.....	Marion.....	Centralia
Buckles, Isola Margaret.....	Madison.....	Edwardsville
Cavins, Grace Melissa.....	Coles	Mattoon
Clock, Geraldine.....	McLean	Bloomington
Coburn, Mary Madeline.....	McLean.....	McLean
Corbin, Ethel.....	Marshall	Washburn
DeBou, Essie Louise.....	Peoria	Princeville
Dine, Hazel.....	Macon.....	Maroa

<i>Students' Names, County and Postoffice</i>	<i>Name</i>	<i>County</i>	<i>Postoffice</i>
	Doherty, Laura.....	Will.....	Joliet
	Dooley, Lillian Allene....	McLean	Leroy
	Dowe, Helen Mary.....	Peoria	Peoria
	Dye, Helene Fay.....	McLean.....	McLean
	Easterbrook, Pearl.....	McLean.....	Normal
	Emerson, Lellah.....	McLean.....	Bloomington
	Gilman, Sue Whitesitt.....	Vermilion.....	Hoopeston
	Gleason, Jessie Mabel.....	Stark	Castleton
	Gould, Catherine.....	McLean	Bloomington
	Hecker, Augusta.....	(Iowa).....	Audubon
	Henry, Alta Virginia.....	McLean	Bloomington
	Holdridge, Ella May....	Livingston	Sauemin
	House, Ethel Beatrice.....	Henry.....	Galva
	Hovey, Amy Kellogg.....	Moultrie	Sullivan
	Howard, Eva Irene.....	Will.....	Peotone
	Huff, Carrie Bernice.....	Greene.....	Hillview
	Joy, Letta May.....	Sangamon.....	Loami
	Kelson, Fannie Harriet.....	McLean.....	Bloomington
	Kennedy, Carrie Mae.....	McLean.....	Normal
	Kennett, Zola Inza.....	Jasper.....	Newton
	Kirkpatrick, Ella.....	McLean	Bloomington
	Kleinau, Annette May.....	McLean... ..	Bloomington
	Kutzenberger, May.....	Jersey.....	Jerseyville
	Larrick, Ceatta Elizabeth.....	McLean	Bloomington
	Lewis, Ella	Edgar	Chrisman
	Liming, Elva Marie.....	Macon	Maroa
	Luzader, Beatrice.....	McLean	Bloomington
	McGuilvery, Mavis.....	Hancock.....	Carthage
	McNeil, Pearl.....	Ford.....	Melvin
	Macy, Frayda.....	McLean.....	Normal
	Maddox, Mayme.. . . .	Marion.....	Centralia
	Messner, Mabel Ella.....	McLean.....	McLean
	Michael, Arna.....	Richland	Parkersburg
	Michel, Emma Dorothy.....	(Missouri).....	Kirkwood
	Miller, Louise Lowell.....	Tazewell.. . .	Washington
	Moore, Mary	McLean.....	Merna
	Munson, Myrtle.....	McLean	Bloomington
	O'Connell, Mary Agnes.....	Madison.....	Collinsville
	O'Neil, Bernardine.....	McLean	Bloomington
	O'Rourke, Eugenia Anna....	McLean.....	Bloomington
	Pasold, Notie.....	Macon	Decatur
	Patterson, Clara Pearl.....	Mason.....	Mason City
	Patterson, Margery.....	Christian	Stonington
	Pearce, Grace	Ford.....	Gibson City
	Phalen, Clara.....	Piatt.....	Monticello
	Quinn, Cecelia Gertrude.....	McLean.....	Chenoa
	Rinehart, Bessie.....	McLean.....	Normal
	Rockwell, Floy Elizabeth.....	(Iowa)	Davenport
	Schneider, Augusta.....	Hancock... ..	Dallas City

Name	County	Postoffice	Illinois State Normal University
Schwagmeier, Ella.....	Adams.....	Quincy	
Shell, Minnie.....	DeWitt.....	Clinton	
Simpson, Ruth Virginia.....	McLean.....	Leroy	
Soldwell, Gladys.....	Knox.....	Yates City	
Stewart, Blanche.....	Massac.....	Metropolis	
Stonier, Flora Ellen.....	Marshall.....	Minonk	
Stratton, Effie.....	Vermilion.....	Hoopeston	
Suffern, Alma Meda.....	Macon.....	Decatur	
Summers, Marie Alice.....	McLean.....	Bloomington	
Swing, Lillian.....	Mason.....	Mason City	
Teegarten, Elizabeth.....	McLean.....	Leroy	
Temple, Mabel.....	McLean.....	Normal	
Tudor, Carrie.....	McLean.....	McLean	
Vickery, Ruby.....	(Minnesota).....	Granada	
Watt, Gail Wanda.....	Woodford.....	Washburn	
Wirt, Verna Edna.....	McLean.....	Leroy	
Yambert, Zelma.....	Woodford.....	El Paso	
Barnes, Roy Hazette.....	Mason.....	Forest City	
Branom, Mendell Everett.....	Morgan.....	Waverley	
Burrus, Roy.....	Morgan.....	Arenzville	
Chapman, Fred.....	McLean.....	Saybrook	
Dillon, Claire Dodge.....	McLean.....	Normal	
DuFrain, Frank James.....	Kankakee.....	Momence	
Dunn, Richard.....	McLean.....	Bloomington	
Fitzgerald, Guy.....	McLean.....	Normal	
Frost, Walter.....	McLean.....	Normal	
Fuller, Burton.....	McLean.....	Normal	
Hargitt, Leslie Robert.....	McLean.....	Normal	
Hoerner, Frank.....	McLean.....	Weston	
Homs, Eladio.....	(Spain).....	Barcelona	
Humphrey, Clifford.....	Fulton.....	Lewistown	
Johnson, Joseph L.....	Christian.....	Assumption	
Kershner, Gaston.....	McLean.....	Normal	
Kuhn, Fred Paul.....	Woodford.....	El Paso	
Lowry, Robert Larkin.....	Madison.....	Upper Alton	
Lutz, David Brenton.....	McLean.....	Bloomington	
Nichols, Elzie George.....	Piatt.....	Monticello	
Parrish, Guy Orval.....	Franklin.....	Benton	
Price, Baty B.....	McLean.....	Bloomington	
Ross, Harold Ernest.....	Pike.....	Griggsville	
Smith, Charles Wilson.....	Greene.....	Carrollton	
Watkins, Harold.....	McLean.....	Bloomington	
Wright, Thurman.....	Morgan.....	Franklin	

Three-Year Course

Students who have completed two years' work or more but not three year's.

Abbott, Lura B.....	Champaign.....	Mahomet
Baker, Olive Annie.....	McLean.....	Bloomington

<i>Students' Names, County and Postoffice</i>	<i>Name</i>	<i>County</i>	<i>Postoffice</i>
	Carter, Bessie Oral.....	Vermilion.....	Fairmount
	Crain, Alma.....	Pulaski.....	Villa Ridge
	Malcolm, Jessie.....	Grundy.....	Carbon Hill
	Thompson, Florence.....	Adams.....	Payson
	Case, Earl Clark.....	Lawrence.....	Sumner
	Fahrnkopf, Charles.....	Macon.....	Decatur
	Findley, Delbert Lee.....	Edwards.....	West Salem
	Phelps, James Arthur.....	Pope.....	Golconda
	Powers, Samuel Ralph.....	Menard.....	Petersburg
	Smith, John Aaron.....	Madison.....	Troy
	Zeis, Henry Charles.....	Monroe.....	Waterloo

Students who have completed one year's work or more but not two years' in the three-year course.

Augustine, Hazel Levanch.....	Grundy.....	Gardner
Batdorf, Lydia Frankle.....	St. Clair.....	Freeburg
Bickerdike, Nannie Elizabeth.....	Pike.....	Griggsville
Brennan, Clara.....	McLean.....	Bloomington
Changnon, Edna.....	Kankakee.....	St. Anne
Cook, Ruth May.....	McLean.....	Danvers
Cox, Aredella.....	Madison.....	St. Jacob
Craig, Mrs. Emma.....	McLean.....	Normal
Crum, Atalie Jean.....	Stark.....	Wyoming
Currie, Bertha Pauline.....	(D. C.).....	Washington
Drayton, Pauline.....	Bond.....	Greenville
Edborg, Carrie.....	McLean.....	Bloomington
Fricker, Mable Julia.....	Madison.....	Highland
Fuller, Edna Fay.....	McLean.....	Danvers
Fuller, Edna Mary.....	Stark.....	Wyoming
Gallup, Mable E.....	Peoria.....	Chillicothe
Gent, Edith Alice.....	Macoupin.....	Brighton
Hanson, Florence.....	Ford.....	Paxton
Helmreich, Agnes Johanna.....	Iroquois.....	Crescent City
Higgs, Lillian Gertrude.....	Peoria.....	Trivoli
Hoag, Pearl Angeline.....	LaSalle.....	Seneca
Hulse, Dora Maude.....	Adams.....	Fowler
Huxtable, Clara Phebe.....	McLean.....	Normal
Kemp, Anna Belle.....	DeWitt.....	Kenney
Martin, Amy Mildred.....	Brown.....	Versailles
Paisley, Sela Isabel.....	McLean.....	Normal
Putnam, Helen.....	McLean.....	Normal
Reynolds, Bertha.....	Pike.....	Perry
Slife, May.....	Iroquois.....	Milford
Wise, Leah Hazel.....	Macon.....	Macon
Wortham, Fay Lorena.....	Piatt.....	Hammond
Bayler, Clarence Elton.....	Ford.....	Roberts
Binnewies, Edward Ralph.....	(South Dakota).....	Colman
Cade, George Newton.....	Greene.....	Roodhouse
Denison, Sydney Alexander.....	Lawrence.....	Bridgeport

Name	County	Postoffice	Illinois
Freeman, Edward.....	Marshall.....	Varna	State
Hartin, Fred.....	Clay.....	Xenia	Normal
Hoierman, Robert.....	McLean.....	Bloomington	University
Moseley, George Harley.....	Massac.....	Brookport	
Petty, Talmadge.....	Lawrence.....	Sumner	
Walters, Everett Leroy.....	Knox.....	DeLong	

Students who have completed less than one year's work in the three-year course.

Ayres, Winifred Agnes.....	McLean.....	Bloomington	
Bahney, Elsie Ruth.....	Macon.....	Casner	
Barnes, Margaret Bonnetta.....	Richland.....	Olney	
Barnett, Verna May.....	Macon.....	Decatur	
Bell, Myra Edith.....	Sangamon.....	Lowder	
Best, Blanche Latimer.....	Logan.....	Beason	
Best, Mattie May.....	DeWitt.....	Wapella	
Blackwell, Harriet.....	McLean.....	Bloomington	
Blevins, Ollie May.....	Macoupin.....	Atwater	
Brown, Jessie Louise.....	Peoria.....	Trivoli	
Browning, Leta Fern.....	McLean.....	Bloomington	
Burgess, Bertha Eunice.....	LaSalle.....	Tonica	
Burrus, Pearl.....	Morgan.....	Arenzville	
Cobb, Lorene.....	Peoria.....	Brimfield	
Colehower, Helen.....	Marshall.....	Toluca	
Cooke, Vina Luvicy.....	Ford.....	Roberts	
Corney, Fannie.....	Peoria.....	Princeville	
Crinigan, Mary.....	Champaign.....	Ivesdale	
Crinigan, Stella.....	Champaign.....	Ivesdale	
Crosby, Effie.....	Platt.....	DeLand	
Cuny, Annie Pauline.....	Woodford.....	Washburn	
David, Bessie Emma.....	McLean.....	Normal	
Dey, Stella.....	Macoupin.....	Medora	
Duvall, Fay.....	Macon.....	Argenta	
Ellis, Rachel Gwendolin.....	McLean.....	Lexington	
Fawcett, Nelle Marie.....	Marshall.....	Henry	
Flink, Charlotte.....	LaSalle.....	LaSalle	
Fogler, Helen Pauline.....	McLean.....	Bloomington	
Fowler, Serena May.....	Schuyler.....	Brooklyn	
Gill, Stella E.....	Peoria.....	Chillicothe	
Grant, Floy.....	Menard.....	Cantrall	
Gregg, Grace Baker.....	Gallatin.....	Omaha	
Gregg, Lora Inez.....	Gallatin.....	Omaha	
Griswold, Dollie Irene.....	Champaign.....	Ludlow	
Gros, Nellie.....	McLean.....	Bloomington	
Grove, Ethel Frances.....	Woodford.....	Metamora	
Harrison, Della.....	Logan.....	Chestnut	
Hawes, Helen.....	McLean.....	Bloomington	
Hendrix, Lena.....	Piatt.....	Bement	
Hexter, Laura May.....	St. Clair.....	Freeburg	

<i>Students' Names, County and Postoffice</i>	<i>Name</i>	<i>County</i>	<i>Postoffice</i>
	Huston, Gertrude.....	Ford.....	Gibson City
	Irvin, Vera Marie.....	McLean.....	Normal
	Joseph, Edna Ida.....	St. Clair.....	Freeburg
	Kidder, Annie.....	Fulton.....	Farmington
	Kinder, Mary Samuella.....	Madison.....	Troy
	Land, Elsie Iona.....	Macoupin.....	Scottville
	Langan, Ella.....	Livingston.....	Odell
	Lemen, Grace.....	De Witt.....	Clinton
	McDonald, Edna.....	Macon.....	Casner
	Maple, Nellie.....	Peoria.....	Glasford
	Marriott, Myrtle Leone.....	Edwards.....	Bone Gap
	Meisenhelter, Marie.....	Macon.....	Maroa
	Miller, Emma Elizabeth.....	Peoria.....	Princeville
	Montgomery, Hazel.....	Logan.....	Emden
	Moody, Clara.....	Peoria.....	Trivoli
	Moots, Hazel.....	McLean.....	Bloomington
	Morgan, Grace Edith.....	Iroquois.....	Buckley
	Nesbitt, Verne Katherine.....	Perry.....	Pinckneyville
	Newton, Emilie J... ..	McLean.....	Bloomington
	Nicholson, Mary.....	Will.....	Joliet
	Norman, Hope Christian.....	Will.....	Peotone
	Normile, Lucy Elizabeth.....	McLean.....	Bloomington
	Nugent, Mary Alice.....	Ford.....	Cabery
	Olson, Bessie Opal.....	Ford.....	Roberts
	Onken, Alice.....	Ford.....	Gibson City
	Opperman, Elizabeth.....	Livingston.....	Cullom
	Phalen, Mayme.....	Vermilion.....	Allerton
	Plotner, Trella Elizabeth.....	Stark.....	Toulon
	Pumphrey, Eunice.....	McLean.....	Bloomington
	Radford, Grace Lee.....	Macoupin.....	Scottville
	Roberts, Flossie.....	Ford.....	Roberts
	Rogers, Edith.....	Peoria.....	Dunlap
	Rook, Sarah Map.....	Peoria.....	Hanna City
	Rudolph, Corinne.....	St. Clair.....	Belleville
	Rutledge, Pansy.....	Iroquois.....	Thawville
	Sakemiller, Jacobina.....	McLean.....	Danvers
	Scott, Grace.....	McLean.....	Bloomington
	Shaddock, Anna.....	Macon.....	Macon
	Shortle, Katherine.....	McLean.....	Chenoa
	Smith, Catherine Belle.. ..	McLean.....	Bloomington
	Smith, Hazel Charlotte.....	McLean.....	Bloomington
	Sooy, Ethel.....	Morgan.....	Woodson
	Stine, Perna May.....	Lawrence.....	Sumner
	Strong, Mrs. Mabel.....	McLean.....	Normal
	Taylor, Ruth Edna.....	Richland.....	Claremont
	Tobin, Mabel.....	Sangamon.....	Rochester
	Tompkins, Leonore.....	McLean.....	Bloomington
	Trotter, Daisy.....	Champaign.....	Mahomet
	Van Horn, Lucy Myrtle.....	McLean.....	Heyworth

Name	County	Postoffice	Illinois State Normal University
Wilderman, Cornelia.....	St. Clair.....	Freeburg	
Willard, Shirley Naomi.....	Marshall.....	Speer	
Winchell, Hazel	McLean.....	Normal	
Wyckoff, Ina.....	(Missouri).....	Rush Hill	
Yeazel, Flossie Irene.....	Vermilion.....	East Lynn	
Bigley, Fred.....	Massac.....	Brookport	
Breidecker, Eugene.....	St. Clair.....	Millstadt	
Burrus, Wilbur.....	Morgan.....	Arenzville	
Clinebell, Howard.....	Peoria.....	Glasford	
Duncanson, Mark.....	Tazewell.....	Green Valley	
Findley, James Marion.....	Edwards.....	West Salem	
Hamm, Wayne.....	Champaign.....	Ludlow	
Harpole, Leon Ray.....	Pike.....	Nebo	
Heineke, John....	Woodford.....	Benson	
Hess, Samuel Earl.....	Peoria.....	Glasford	
Holmes, Grover Edward.....	Massac.....	Grinnell	
Hooker, Burton	Pope.....	Allen Springs	
Jennings, Roy.....	Richland.....	Parkersburg	
King, Chester.....	Schuyler.....	Brooklyn	
Kirkpatrick, William James.....	Morgan.....	Waverly	
Lathrop, Harry.....	Lawrence.....	Lawrenceville	
Lathrop, William.....	Lawrence.....	Lawrenceville	
Learned, H. Dana	Woodford.....	Benson	
Schroeder, Simon.....	Tazewell.....	Minier	
Schubkegel, Ervin George.....	St. Clair.....	Mascoutah	
Spence, Guy....	Massac.....	Metropolis	
Vanneman, Watkin.....	McLean.....	Normal	
Voigt, John.....	Kankakee	Kankakee	
Waldmier, Clarence Sanford.....	Tazewell.....	Minier	
Wetzel, Herbert.....	Richland.....	Parkersburg	
Witham, Rue Lee.....	Pike.....	Perry	
Young, Fred Henry.....	McLean.....	Normal	

Four-Year Course

Students who have completed three years' work or more but not four years'.

Bell, Mary Ann.....	Mason.....	Saidora
Ernst, Mabel	McLean.....	Normal
Gildersleeve, Alice Marie.....	McLean.....	Hudson
Helgeland, Lillie Isabel.....	Ford.....	Elliott
Keller, Daisy.....	Peoria.....	Peoria
Keller, Mae.....	Peoria.....	Peoria
Murphy, Mary Kathryn.....	Will	Braidwood
Sheeks, Mary Ethel.....	Cumberland.....	Greenup
Stewart, Addie Iris.....	McLean.....	Bloomington
DeWeese, Arthur Perry.....	McDonough.....	Industry
Wiles, Willard Brooks.....	(Minnesota)	East Grand Forks
Yoder, Lee Owen.....	McLean.....	Normal

<i>Students' Names, County and Postoffice</i>	<i>Name</i>	<i>County</i>	<i>Postoffice</i>
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Students who have completed two years' work or more but not three years' in the four-year course.

Atkeson, Amytis.....	Jersey.....	Grafton
Barr, Grace Dale.....	Logan	Atlanta
Brock, Edith.....	McLean.....	Normal
Brooke, Ima Irene.....	McLean.....	Normal
Burtis, Carrie Meleta.....	McLean.....	Hudson
Chamberlain, Vida.....	Pike.....	Pittsfield
David, Hannah Willerton.....	McLean.....	Normal
Dingledine, Bessie.....	Tazewell.....	Washington
Dunn, Edith.....	Christian.....	Mt. Auburn
Fruit, Cecil Clementine	DeWitt.....	Kenney
Gibson, Helen Farabee.....	McLean.....	Bloomington
Grove, Josephine.....	McLean.....	Normal
Hinderliter, Anna Belle.....	Fulton.....	Cuba
Jenney, Lucie Agnes.....	Clinton	Highland
McDowell, Zona.....	Johnson.....	Belknap
McGraw, Cecil.....	McLean.....	Bloomington
Orendorff, Blanche.....	McLean.....	Bloomington
Pond, Grace Elizabeth.....	Cass.....	Beardstown
Ritter, Florence May.....	McLean.....	Colfax
Shanklin, Ada Belle.....	McLean.....	Normal
Simmons, Edith Grace.....	McLean.....	Bloomington
Stewart, Eva.....	McLean.....	Randolph
Yoder, Mary Ann	McLean.....	Normal
Briggs, Charles Henry.....	McLean.....	Bloomington
Bunting, Joseph McFern.....	Woodford.....	Secor
Chism, Chester Ward.....	McLean.....	Normal
Diver, Charles Lawrence.....	Lawrence.....	Sumner
Gutteridge, Wilbur.....	Lawrence.....	Sumner
Street, William McKinley.....	Montgomery.....	Waggoner

Students who have completed one year's work or more but not two years' in the four-year course.

Bates, Edith May.....	McLean.....	Normal
Bergschneider, Gertrude.....	Morgan.....	Alexander
Blackburn, Mary.....	Madison.....	Edwardsville
Botts, Forest Eliza.....	Hancock.....	Plymouth
Buckley, Ethel May.....	Mason.....	Kilbourne
Caldwell, Jennie Martha.....	Morgan.....	Alexander
Chance, Leilah Glenn.....	McLean.....	Normal
Cook, Effie Leone.....	Wayne.....	Rinard
Craig, Edith Violet.....	McLean.....	Normal
Daoust, Elizabeth Ella.....	St. Clair.....	Millstadt
Denman, Lutie Belle.....	McLean.....	Carlock
Denman, Lydia E.....	McLean.....	Carlock
Dobson, Fern Ruth.....	McLean.....	Bloomington
Downs, Jennie.....	McLean.....	Normal
Dunbar, Laura Lou.....	McLean.....	Normal

Name	County	Postoffice	Illinois
Gardiner, Adda Florence.....	Piatt.....	Mansfield	State
Graden, Fern Edna.....	Montgomery.....	Nokomis	Normal
Gray, Mary Lela.....	Macon.....	Blue Mound	University
Hodges, Agnes Elizabeth.....	Peoria.....	Princeville	
Jinings, Vera Viola	Woodford.....	Secor	
Johnson, Ellen C.....	Ford.....	Paxton	
Johnston, Grace.....	Clinton.....	Carlyle	
Lantz, Edna Louise	McLean.....	Bloomington	
Layden, Anna Belle.....	Vermilion.....	Cheneyville	
Lockhart, Lucy Miller.....	Madison.....	Edwardsville	
Long, Estella.....	Livingston.....	Pontiac	
Lower, Salisbury Augusta.....	Livingston.....	Dwight	
McDaniel, Lena.....	Christian.....	Assumption	
McDaniel, Myrtle.....	Christian.....	Assumption	
Nellinger, Ella Matilda.....	Woodford.....	Minonk	
Ogle, Velma Katherine.....	McLean.....	Normal	
Pace, Ethel Silvia.....	McLean.....	Normal	
Phillips, Anna Edith.....	McLean	Downs	
Pond, Francis Alice.....	Cass.....	Beardstown	
Poplett, Stella Myrtle.....	Ford.....	Guthrie	
Powers, Eva.....	Sangamon.....	Dawson	
Rodman, Mildred.....	McLean	Holder	
Roop, Iris May....	McLean	Danvers	
Shanklin, Olive.....	McLean.....	Normal	
Stryker, Mary Elizabeth	Tazewell.....	Green Valley	
Tresenriter, Florence.....	Piatt.....	Farmer City	
Weidinger, Anna.....	McLean.....	Bloomington	
Weldon, Mary Agnes.....	McLean.....	Kerrick	
Wernsman, Elizabeth.....	McLean.....	Weston	
Wertz, Frances Caroline.....	Woodford... ..	Eureka	
Wetzel, Elsie Amelia	Wabash.....	Mt. Carmel	
Wheeler, Mildred Elva.....	Livingston.....	Longpoint	
Windmiller, Ruby	Pike	Pleasant Hill	
Young, Frances Mabel.....	McLean.....	Normal	
Arseneau, Stanislas.....	Iroquois.....	Beaverville	
Auth, William.....	Vermilion.....	Rankin	
Blackburn, John Knox.....	Madison.....	Edwardsville	
Boyer, Floyd Emanuel.....	Macon.....	Argenta	
Brown, George William.....	Greene.....	Roodhouse	
Bussong, Wilbur.....	Madison.....	St. Jacob	
Chamberlain, L. Wyn.....	McLean.....	Normal	
Cooper, Crit Melvin	McLean.....	Normal	
Davenport, Noel.....	DeWitt.....	Lanes	
Gravelle, Eugene Edmund.....	(Oklahoma).....	Olustee	
Harr, Thomas Leonodus.....	Macoupin.....	Palmyra	
Harrison, Grover Cleveland....	Fulton.....	Cuba	
Kohler, Frank.....	McLean.....	Carlock	
Larrabee, Everett	Macon.....	Oreana	
Pepple, Charlie Earl.....	Lawrence.....	Sumner	

<i>Students'</i> <i>Names,</i> <i>County and</i> <i>Postoffice</i>	Name	County	Postoffice
	Porter, Henry Van Arsdale.....	Tazewell.....	Manito
	Seling, George Lewis.....	Tazewell.....	Green Valley
	Street, Reed.....	Montgomery.....	Waggoner

Students who have completed less than one year's work in the four-year course.

Adams, Mary Ola.....	Morgan.....	Woodson
Allaman, Pauline Vergie.....	Henderson.....	Oquawka
Aman, Alta Louise.....	Stark.....	Speer
Arends, Mary Teda.....	Ford.....	Melvin
Ashbrook, Laura.....	Clay.....	Xenia
Baker, Pauline Louise.....	McLean.....	Bloomington
Ball, Edna.....	Peoria.....	Peoria
Bartlett, Cleola.....	Fayette.....	Ramsey
Baum, Bertha Dell.....	Clinton.....	Carlyle
Beck, Pearl.....	Marion.....	Vernon
Bennington, Beulah.....	Marshall.....	Minonk
Bishop, Mrs. Nellie.....	McLean.....	Randolph
Broadbent, Mabel Mary.....	Ford.....	Kempton
Callahan, Mayme.....	McLean.....	Bloomington
Christerson, Christena.....	Livingston.....	Cornell
Clayton, Myrtle Amy.....	Ford.....	Kempton
Clink, Alta.....	Jefferson.....	Dix
Cox, Margaret.....	Ford.....	Proctor
Crayton, Winnie Scott.....	Logan.....	Emden
Dailey, Grace.....	Lawrence.....	Sumner
DeMoure, Margaret Leota.....	Iroquois.....	Ashkum
Dintelman, Davida.....	St. Clair.....	Belleville
Ethel, Iona Loretta.....	McLean.....	Leroy
Farley, Erva Viola.....	Ford.....	Kempton
Farrell, Nena.....	Adams.....	Fowler
Farwell, Mrs. Belle.....	Knox.....	Williamsfield
Feriter, Margaret.....	Livingston.....	Graymont
Frazier, Viola Corinne.....	McLean.....	Bloomington
Fuller, Nelle Anne.....	Stark.....	Wyoming
Gorenflo, Minnie.....	Sangamon.....	Riverton
Halloran, Mary Agnes.....	Kankakee.....	Reddick
Hancock, Mildred.....	Tazewell.....	Groveland
Harris, Glenora.....	Fayette.....	Brownstown
Hendren, Neva.....	McLean.....	Leroy
Hill, Nettie.....	McLean.....	Covell
Hoover, Grace Brunette.....	McLean.....	Bloomington
Iles, Ruth Anna.....	Sangamon.....	Springfield
Johnson, Ida Luella.....	Ford.....	Elliott
Karr, Dimple.....	McLean.....	Hendrix
Kemp, Minda Margaret.....	McLean.....	Normal
Kiger, Ellen Owens.....	McLean.....	Normal
King, Sue Madeline.....	McLean.....	Shirley
Kirchner, Mabel.....	McLean.....	Normal

Name	County	Postoffice	Illinois State Normal University
Koerner, Clementine.....	Ford.....	Kempton	
Koertge, Ella.....	Richland.....	Parkersburg	
Lake, Bernice Bolin.....	Logan.....	Emden	
Lantz, Wilda Rebecca.....	McLean.....	Bloomington	
Lindsey, Ada May.....	Tazewell.....	Mackinaw	
Liston, Mabel Mary.....	McLean.....	Bloomington	
Little, Alice Edith.....	McLean.....	Weedman	
Look, Elizabeth.....	Peoria.....	Peoria	
Lord, Hattie Ann.....	Bureau.....	Bradford	
Lowe, Edna Florence.....	DeWitt.....	Clinton	
Lyons, Elsie.....	Scott.....	Winchester	
Lyons, Margaret.....	Woodford.....	El Paso	
McCaleb, Myrta Emma.....	Macon.....	Decatur	
McCord, Jennie.....	McLean.....	Normal	
McDonnell, Anna Clara.....	McLean.....	Bloomington	
McGinnis, Cecelia Rose.....	Kankakee.....	Reddick	
Martensen, Mabel.....	McLean.....	Anchor	
Mauzy, Winona Ruth.....	McLean.....	Bloomington	
Melz, Lucy.....	Peoria.....	Trivoli	
Miller, Amanda.....	St. Clair.....	Millstadt	
Miller, Grace.....	DeWitt.....	Clinton	
Milone, Ethel Jess.....	Richland.....	Claremont	
Mohler, Barbara Edith.....	Iroquois.....	Goodwine	
Monk, Ella.....	Will.....	Peotone	
Morrison, Margie.....	McLean.....	Normal	
Mounts, Alice Bertha.....	Peoria.....	Brimfield	
Murray, Bertha Margaret.....	Iroquois.....	Cissna Park	
Nellinger, Eunice Mabel.....	Woodford.....	Minonk	
Nixon, Dee Etna.....	Tazewell.....	Deer Creek	
Norris, Lillian.....	Marion.....	Vernon	
Northrup, Blanche.....	Peoria.....	Chillicothe	
Oliver, Nella Frances.....	McLean.....	Leroy	
Osborn, Eunice Fleeta.....	Livingston.....	Chenoa	
Peterson, Clara Myrtle.....	Livingston.....	Campus	
Piper, Ruth Irene.....	Piatt.....	Cisco	
Quinlan, May.....	Champaign.....	Tolono	
Riddle, Esther May.....	DeWitt.....	Wapella	
Riseling, Blanche Eleanor.....	McLean.....	Bloomington	
Robinson, Edna Juanita.....	Macon.....	Warrensburg	
Robinson, Elsie Gertrude.....	Livingston.....	Emington	
Roe, Elsie Hill.....	Kankakee.....	Essex	
Rolofson, Mary Inez.....	DeWitt.....	Wapella	
Rowlands, Katherine.....	McLean.....	Bloomington	
Rue, Lindel Rossetta.....	Mason.....	Manito	
Rutledge, Minnie.....	McLean.....	Danvers	
Schoeck, Ella.....	Madison.....	St. Jacob	
Schroeder, Gussie.....	McLean.....	Bloomington	
Scogin, Gladys Imo.....	McLean.....	Bloomington	
Shannon, Helen Louise.....	McLean.....	Bloomington	

<i>Students' Names, County and Postoffice</i>	Name	County	Postoffice
	Shaver, Mildred	Sangamon	Lowder
	Springer, Frances	McLean	Stanford
	Sterling, Mary	Stark	Castleton
	Stewart, Theresa	Henderson	Biggsville
	Stueland, Tillie Louise	Ford	Elliott
	Tackett, Lula Edna	De Witt	Clinton
	Testin, Mary	Will	Wilmington
	Thompson, Jane	Jefferson	Dix
	Tobin, Mildred	Sangamon	Rochester
	Unger, Adah	Livingston	Odel
	Walpole, Lea Addie	De Witt	Weldon
	Walton, Nellie	Montgomery	Nokomis
	Washburn, Clonie Gale	McLean	Leroy
	Weimer, Minnie Elizabeth	Iroquois	Gilman
	Weinheimer, Florence	McLean	Bloomington
	Weishaar, Dale Allie	McLean	Heyworth
	Wessel, Matilda Julia	Iroquois	Crescent City
	White, Gertrude	McLean	Bloomington
	Wilcoxon, Vinton Esther	Fulton	Lewistown
	Williams, Edna	Ford	Paxton
	Withers, Cecile Olive	McLean	Colfax
	Wolschlag, Edna	Peoria	Mapleton
	Yates, Georgia Helena	Peoria	Peoria
	Anderson, Joseph Corbett	Clay	Xenia
	Barton, Mordecai	Pike	Pleasant Hill
	Bishop, Henry Owen	McLean	Heyworth
	Boley, Howard	Richland	Calhoun
	Bunting, Earl	Livingston	Dwight
	Burget, Verner	Lawrence	Sumner
	Burke, Harry Alexander	Ford	Clarence
	Cox, Harry	Pike	Pleasant Hill
	Cusey, Abram Brokaw	McLean	Heyworth
	Daily, Ross	Lawrence	Sumner
	Davis, Caswell Lewis	Brown	Versailles
	Dutton, Don	Effingham	Beecher City
	Edwards, Clifford Ernest	De Witt	Wapella
	Edwards, Frank	De Witt	Maroa
	Fiscus, Eustace	Lawrence	Sumner
	Galloway, Samuel John	Clay	Noble
	Glascok, W. Thurman	Saline	Raleigh
	Holmes, George Vance	Pope	Temple Hill
	LaNoue, Raymond	Iroquois	Ashkum
	Lawrence, Clifford	McLean	Hudson
	Lower, Abram	Livingston	Dwight
	McGinnis, James	Kankakee	Reddick
	Mahanna, Stanley	Livingston	Emington
	O'Brien, Richard	Tazewell	Pekin
	Petty, Alvin French	Lawrence	Sumner
	Petty, Harlie Allen	Lawrence	Sumner

Name	County	Postoffice	Illinois State Normal University
Piper, Arthur.....	Will.....	Peotone	
Redfield, Vernon.....	Kankakee.....	Buckingham	
Reeves, Everett.....	Macon.....	Weldon	
Rex, Francis Fred.....	Champaign.....	Seymour	
Richy, Orville Grant.....	Lawrence.....	Sumner	
Roth, John.....	Tazewell.....	Morton	
Rowlands, Benjamin.....	McLean.....	Lexington	
Schneider, Archie.....	Hancock.....	Pontoosuc	
Shaver, John.....	Sangamon.....	Lowder	
Shick, John Lewis.....	Richland.....	Sumner	
Simon, John Oscar.....	Sangamon.....	Illiopolis	
Soucie, Moses.....	Iroquois.....	Beaverville	
Spires, Roy Liston.....	Morgan.....	Franklin	
Staker, Reuben.....	Tazewell.....	Groveland	
Stine, Harry.....	Lawrence.....	Sumner	
Todd, Clyde L.....	Wayne.....	Clay City	
Tomlin, Russell.....	Mason.....	Easton	
Walden, Oliver Carl.....	DeWitt.....	Leroy	
Warbinton, Earl Roy.....	McLean.....	Merna	
Whightsell, Everett William.....	Jasper.....	Newton	
Wirth, Erwin D.....	St. Clair.....	Waterloo	
Ziemens, John Jacob Hans Victor.....	McLean.....	Bloomington	

Academic Students

Graduates

McCormick, Ella Sudduth.....	McLean.....	Normal
Smith, Lucia Lufkin.....	McLean.....	Normal
Stansbury, Anna.....	McLean.....	Normal
Tucker, Mary Louise.....	McLean.....	Normal
Brown, Clifford.....	McLean.....	Normal
Harrison, Frank.....	McLean.....	Normal
Jinnett, Napoleon Bonaparte.....	Fayette.....	Vera
Sage, Harold.....	McLean.....	Normal

Fourth Year

Felmley, Mildred.....	McLean.....	Normal
Smith, Charlotte Lois.....	McLean.....	Normal
Ogle, Guy Melville.....	McLean.....	Normal

Third Year

Blair, Carrie May.....	McLean.....	Normal
Brown, Leota Dee.....	McLean.....	Normal
Coen, Constance.....	McLean.....	Normal
Dingledine, Mabel.....	Tazewell.....	Washington
Hollis, Grace.....	McLean.....	Randolph
Irwin, Alta Eloise.....	McLean.....	Normal

<i>Students' Names, County and Postoffice</i>	Name	County	Postoffice
	Johnson, Florence.....	McLean.....	Normal
	McCormick, Grace.....	McLean.....	Normal
	Macy, Florence Lucile.....	McLean.....	Normal
	Piatt, Ruth Gretchen.....	McLean.....	Leroy
	Blair, Joseph.....	McLean.....	Cropsey
	Brown, Edward.....	McLean.....	Normal

Second Year

	Ambrose, Ruth.....	McLean.....	Hudson
	Brown, Carrie.....	McLean.....	Normal
	Brown, Grace Ellen.....	McLean.....	Normal
	Buck, May Glasgow.....	McLean.....	Normal
	Bush, Katherine.....	McLean.....	Normal
	Cherry, Marie.....	McLean.....	Bloomington
	Chism, Stella.....	McLean.....	Normal
	Couch, Ruth.....	Peoria.....	Hanna City
	DeVries, Mabel.....	McLean.....	Bloomington
	Hanson, Clara.....	Livingston.....	Pontiac
	Harbert, Hazel.....	McLean.....	Hendrix
	Hinton, Mildred.....	McLean.....	Normal
	Holmes, Ruth Jeanette.....	McLean.....	Normal
	Kraft, Helen.....	McLean.....	Towanda
	Scott, Ruth.....	DeWitt.....	Wapella
	Scranton, Genii.....	Pike.....	Nebo
	Stewart, Alice.....	McLean.....	Bloomington
	Benjamin, Paul Kingsley.....	McLean.....	Bloomington
	Buckingham, David.....	Woodford.....	Low Point
	Courtright, Jay.....	McLean.....	Normal
	Dougherty, John D.....	Livingston.....	Chenoa
	Reeser, William.....	Woodford.....	Eureka
	Shinn, Earl.....	McLean.....	Ellsworth
	Shirk, Daniel.....	Peoria.....	Canton
	Story, Glen.....	McLean.....	Normal

First Year

	Armstrong, Agnes.....	McLean.....	Bloomington
	Armstrong, Lora.....	McLean.....	Normal
	Baehler, Olga.....	Livingston.....	Saunemin
	Beggs, Nellie.....	McLean.....	Normal
	Brand, Margery.....	McLean.....	Normal
	Brooke, Helen.....	McLean.....	Normal
	Brown, Helen.....	McLean.....	Normal
	Camblin, Mary.....	Rock Island.....	Rock Island
	Cherry, Clare.....	McLean.....	Bloomington
	Funk, Lela.....	McLean.....	Normal
	Giering, Clara.....	McLean.....	Normal
	Haig, May Elsie.....	Woodford.....	Benson
	Hall, Auril.....	McLean.....	Normal
	Johnson, Gladys.....	McLean.....	Normal

Name	County	Postoffice	<i>Illinois State Normal University</i>
McEvers, Mattie Frances.....	Pike.....	Montezuma	
Opperman, Sophia.....	Livingston.....	Cullom	
Plackett, Edith.....	McLean.....	Normal	
Porter, Mary.....	Tazewell.....	Mackinaw	
Russell, Florence.....	McLean.....	Bloomington	
Shanklin, Elva.....	McLean.....	Normal	
Short, Litta.....	DeWitt.....	Wapella	
Spillman, Roberta.....	McLean.....	Normal	
Ward, Hester... ..	McLean.....	Normal	
Welch, Lois.....	McLean.....	Bloomington	
Wheeler, Leilah... ..	Livingston.....	Long Point	
Allan, William.....	McLean.....	Normal	
Biddle, Lloyd Pearl.....	McLean.....	Normal	
Blanchard, Charlie Spencer.....	Woodford.....	Eureka	
Burtis, Ralph.....	McLean.....	Hudson	
Colbert, Jesse.....	Fayette.....	Hagarstown	
Coolidge, Francis.....	McLean.....	Bloomington	
Fehr, Harold... ..	McLean.....	Normal	
Gee, Delmar.....	McLean.....	Bloomington	
Gingerich, Ralph.....	Woodford.....	Panola	
Griffit, Ellis.....	McLean.....	Normal	
Hiles, Lee.....	McLean.....	Normal	
Humphreys, Rogers.....	McLean.....	Bloomington	
Kasbeer, Harold.....	McLean.....	Normal	
Liming, Clifford.....	DeWitt.....	Maroa	
Marr, Merle.....	McLean.....	Normal	
Parmele, Gilbert.....	McLean.....	Normal	
Sage, Albert.....	McLean.....	Normal	
Shotwell, Raymond.....	McLean.....	Normal	
Stephenson, James Ray.....	McLean.....	Normal	
Strayer, Cecil Raymond.....	Ford.....	Clarence	
Tatman, Glen.....	McLean.....	Normal	
Wallace, John Ray.....	Macon.....	Decatur	
Westhoff, Frank.....	McLean.....	Normal	

Summer School List, June 8—August 28, 1908.

Abbott, Lura... ..	Champaign.....	Mahomet
Adams, Anna.....	Scott.....	Naples
Adams, Eva.....	Peoria.....	Princeville
Albertson, Cora M.....	Tazewell.....	Pekin
Aleshire, B. Josephine.....	Adams.....	Plainville
Alexander, Anna.....	Marion.....	Patoka
Alkire, Hallie.....	Menard.....	Greenview
Alkire, Hazel....	Menard.....	Greenview
Allgaier, Martha Marie.....	Peoria.....	Glasford
Allison, Bessie Irene.....	Menard.....	Greenview
Allison, Myrtle.....	Iroquois.....	Onagra
Anderson, Mrs. A. L.....	Perry.....	DuQuoin
Anderson, Anna Elizabeth.....	Macoupin.....	Macoupin

<i>Students' Names, County and Postoffice</i>	<i>Name</i>	<i>County</i>	<i>Postoffice</i>
	Anderson, Augusta.....	Peoria.....	Peoria
	Anderson, Mrs. H. M.....	McLean.....	Normal
	Anderson, Ida.....	Randolph.....	Sparta
	Anderson, Julia Ellen.....	Macoupin.....	Macoupin
	Anderson, Lida Ethel.....	Piatt.....	Bement
	Anderson, Lillian.....	McLean.....	Normal
	Andrews, Florence.....	Rock Island.....	Rock Island
	Andrews, Iva J.....	Fulton.....	Vermont
	Andrews, Lida.....	Warren.....	State Line (Ind)
	Archibald, Minnie.....	Woodford.....	Eureka
	Armitage, Bessie Belle.....	Kankakee.....	Buckingham
	Arnold, Ada Ellen.....	Tazewell.....	East Peoria
	Askew, Myrtle May.....	Iroquois.....	Donovan
	Atkeson, Amytis.....	Jersey.....	Grafton
	Aubrey, Vie L.....	Mercer.....	Keithsburg
	Augustine, Hazel Levanche.....	Grundy.....	Gardner
	Ault, Verna.....	Montgomery.....	Hillsboro
	Austin, Nola.....	Menard.....	Greenview
	Ayers, Lulu M.....	Hancock.....	Carthage
	Ayers, Maude.....	McLean.....	Danvers
	Backus, Elsie Mae.....	Stephenson.....	Lena
	Bacon, Beryl.....	Marshall.....	Henry
	Baechler, Martha E.....	Kankakee.....	Momence
	Baehler, L. Cora.....	Livingston.....	Saunemin
	Baine, Mary J.....	McLean.....	Bloomington
	Bailey, Hattie A.....	Champaign.....	Seymour
	Bailey, Olive F.....	Champaign.....	Seymour
	Baker, Ada O.....	Macon.....	Decatur
	Baker, Olive Annie Emaline.....	McLean.....	Bloomington
	Bannon, Evelyn Cecelia.....	Will.....	Joliet
	Bannon, Margaret Mary.....	Will.....	Joliet
	Barnhart, Leila A.....	Piatt.....	Mansfield
	Barrette, Edna M.....	Marion.....	Patoka
	Bastian, Ora.....	DeKalb.....	Hinckley
	Batdorf, Irma Elizabeth.....	St. Clair.....	Freeburg
	Bates, Edith.....	McLean.....	Normal
	Bates, Fanny.....	Schuyler.....	Browning
	Battershell, Eva Marie.....	McLean.....	Heyworth
	Bay, Laura.....	McLean.....	Saybrook
	Beam, Lucile Elma.....	McLean.....	Bloomington
	Bear, Linnetta Missouri.....	Macon.....	Decatur
	Beck, Susie E.....	Schuyler.....	Bader
	Belcher, Prudence.....	Marion.....	Patoka
	Bell, Hallie Opal.....	McLean.....	Bloomington
	Bell, Mary A.....	Mason.....	Saidora
	Benedict, Lottie.....	Woodford.....	Minonk
	Benjamin, Edna Theodora.....	McLean.....	Bloomington
	Bennett, Dora Isabelle.....	Peoria.....	Princeville
	Benson, Celeste.....	Williamson.....	Herrin

Name	County	Postoffice	<i>Illinois State Normal University</i>
Benson, Lois	Williamson.....	Herrin	
Berner, Florance.....	McLean.....	Bloomington	
Bevans, Marian Adelle.....	(Iowa).....	Anamosa	
Bever, Bertha.....	McLean.....	Saybrook	
Beyer, Lena.....	Tazewell.....	Morton	
Biesecker, Anna	Piatt.....	White Heath	
Biesecker, Bell Maidie.....	Piatt.....	White Heath	
Bird, Margaret Elizabeth.....	(Minnesota).....	Bigelow	
Black, Flena.....	Schuyler.....	Rushville	
Black, Lena.....	Schuyler.....	Rushville	
Blackburn, Eunice Rebecca.....	McLean.....	Normal	
Blackburn, Jennie.....	McLean.....	Normal	
Blackburn, Sarah Luella	Morgan.....	Jacksonville	
Blackwell, Harriet Marie.....	McLean.....	Bloomington	
Blankinship, Allie.....	Clinton... ..	Breese	
Blevins, Lusettie.....	Macoupin.....	Atwater	
Blevins, Ollie May.....	Macoupin.....	Atwater	
Bloes, Anna B.....	Logan... ..	Lincoln	
Blue, Maud Harper.....	DeWitt.....	Clinton	
Boettger, Mabel.....	McLean.....	Bloomington	
Boggs, Harriet Alta.....	Richland.....	Olney	
Bohrer, Ada May.....	Macon.....	Mt. Zion	
Boley, Bessie B.....	Richland.....	Calhoun	
Boling, Carrie M.....	McLean.....	Normal	
Boling, Martha Oleata.....	McLean.....	Bloomington	
Bolle, Mollie L.....	Woodford.....	Metamora	
Bonser, Lydia.....	Schuyler.....	Rushville	
Boswell, Louise.....	Woodford.....	Washburn	
Bosworth, Helen Florence.....	(Pennsylvania)....	Pittsburg	
Bosworth, Mabel Elizabeth.....	(Pennsylvania)....	Pittsburg	
BoVard, Beulah E.....	Effingham	Mason	
Bowen, Ethelyn.....	McLean.....	Bloomington	
Bowen, Hattie A.....	Henderson.....	Stronghurst	
Bowen, Nellie M.....	Stark.....	Wyoming	
Bower, Bess A.	Richland.....	Olney	
Bowie, Elizabeth Anderson.....	Will.....	Braidwood	
Bowie, Penelope Galt.....	Will.....	Braidwood	
Bozarth, Annie.....	McLean.....	Bloomington	
Bradbury, Kathryn.....	Pike.....	Chambersburg	
Bradley, Hazel Fern.....	McLean.....	Downs	
Brady, Ethel Marie.....	(Missouri).....	DeSoto	
Breeze, Minnie Ora	Fayette.....	Avena	
Breitstadt, Elsie.....	Adams.....	Quincy	
Brennen, Mary Cecelia.....	Sangamon.....	Cantrall	
Brew, Margaret M.....	Pike.....	Pittsfield	
Brewer, Edna Catherine.....	McLean.....	Bloomington	
Brice, Florence.....	Stephenson.....	Freepport	
Brickley, Dora.....	Livingston.....	Chatsworth	
Broadus, Clara.....	Putnam	Henry	

<i>Students' Names, County and Postoffice</i>	<i>Name</i>	<i>County</i>	<i>Postoffice</i>
	Brokaw, Myrtle Lyle.....	Iroquois.....	Iroquois
	Brooks, Carrie.....	Kankakee.....	St. Anne
	Brown, Grace Ellen.....	McLean.....	Normal
	Brown, Mary Alice.....	Clinton.....	Carlyle
	Brown, Stella Jeannette.....	Livingston.....	Dwight
	Bryant, Rachel.....	Knox.....	Knoxville
	Buchanan, Maud A.....	Pike.....	Chambersburg
	Buck, Anna Rose.....	Warren.....	Avon
	Buckles, Alta B.....	McLean.....	Downs
	Bugg, Lucile.....	St. Clair.....	O'Fallon
	Burke, Katie.....	Lee.....	Steward
	Burlingame, Nina.....	Tazewell.....	Delavan
	Burnett, Agnes Mary.....	Marshall.....	Sparland
	Burns, Minnie M.....	Peoria.....	Peoria
	Burtis, Carrie Maleta.....	McLean.....	Hudson
	Bush, Edna Pearl.....	Putnam.....	Hennepin
	Bush, Ethel Grace.....	Putnam.....	Hennepin
	Butler, Ethel.....	Macoupin.....	Palmyra
	Butler, Jessie May.....	Bureau.....	LaMoille
	Cahill, Katie.....	Marion.....	Patoka
	Callaway, Alice.....	Henry.....	Orion
	Camden, Dora Louise.....	Macon.....	Decatur
	Camden, Susan Pearl.....	Macon.....	Decatur
	Campbell, Bertie.....	Williamson.....	Marion
	Campbell, Nellie.....	Schuyler.....	Rushville
	Canby, Anna Josephine.....	Richland.....	Calhoun
	Cannon, Florence.....	Champaign.....	Ivesdale
	Cantrell, Fern.....	McLean.....	Bloomington
	Carlisle, Julia Alice.....	Jefferson.....	Mt. Vernon
	Carlquist, Laura Estelle.....	McLean.....	Bloomington
	Carlson, Lillie.....	Ford.....	Paxton
	Carmody, Nora.....	Greene.....	Carrollton
	Carney, Ruth H.....	Ford.....	Sibley
	Carpenter, Elsie Hazel.....	Marshall.....	Henry
	Carr, Gertrude.....	Sangamon.....	Sherman
	Carroll, Lucy.....	Pike.....	Pittsfield
	Carshner, Florence Belle.....	Grundy.....	Carbon Hill
	Carson, Minnie.....	Warren.....	Gerlaw
	Carter, Nette.....	Mason.....	Kilbourne
	Caruther, Sallie V.....	(Kentucky).....	Paducah
	Chamberlain, Eloise.....	McLean.....	Normal
	Chamberlain, Essie.....	McLean.....	Normal
	Chamberlain, Vida.....	McLean.....	Normal
	Chambers, Avis A.....	Bureau.....	LaMoille
	Champion, Jacqueline.....	McLean.....	Normal
	Chance, Leila Glenn.....	McLean.....	Normal
	Chandler, D. Ruby.....	Pike.....	Pearl
	Chaney, Mabel.....	Vermilion.....	Hoopeston
	Changnon, Edna May.....	Kankakee.....	St. Anne

Name	County	Postoffice	Illinois State Normal University
Cherry, Marie Angelica.....	McLean.....	Bloomington	
Childs, Marie.....	Macon.....	Decatur	
Chism, Stella Josephine.....	McLean.....	Normal	
Christians, Daisy.....	Woodford.....	Minonk	
Clark, Grace.....	Greene.....	Eldred	
Clark, Ruth Winifred.....	Marion.....	Centralia	
Cleaver, Ruby Winifred.....	Iroquois.....	Millford	
Clithero, Jennie D.....	Grundy.....	Mazon	
Coen, Eleanor.....	McLean.....	Normal	
Confer, Laura Agnes.....	Stephenson.....	McConnell	
Connelly, Mary.....	Iroquois.....	Loda	
Cook, Ruth Mae.....	McLean.....	Danvers	
Cooksey, Mae.....	McLean.....	Bloomington	
Cooper, Ethel.....	Tazewell.....	Washington	
Cooper, Lillian.....	Monroe.....	Waterloo	
Cooper, Myrtle Jane.....	McLean.....	Normal	
Copp, Felicia.....	Monroe.....	Waterloo	
Copple, Pearl.....	Marion.....	Centralia	
Coquilette, Fay.....	Richland.....	Olney	
Coquilette, Tressa M.....	Richland.....	Olney	
Corbin, Ethel D.....	Marshall.....	Washburn	
Cordes, Maggie.....	Woodford.....	Benson	
Cornelius, Mayme.....	St. Clair.....	Marissa	
Covey, Blanche.....	Brown.....	Versailles	
Cox, Aredella.....	Madison.....	St. Jacob	
Cox, Edith Mae.....	McLean.....	Hudson	
Cox, Edna Pearl.....	Christian.....	Pana	
Cox, H. Vera.....	Moultrie.....	Lovington	
Cox, Mrs. Maud.....	Iroquois.....	Chebanse	
Cozine, Mrs. Fannie Dray.....	(Colorado).....	Pueblo	
Craig, Cora Ella.....	Livingston.....	Fairbury	
Craig, Edith Marian.....	McLean.....	Normal	
Craig, Edith Violet.....	McLean.....	Normal	
Craig, Mrs. Emma Estella.....	McLean.....	Normal	
Crain, Alma.....	Pulaski.....	Mounds	
Crawford, Amelia Agnes.....	LaSalle.....	Seneca	
Crawford, Blanche.....	McLean.....	Bloomington	
Crichton, Lillian.....	McLean.....	Towanda	
Croft, Hazelle.....	Mason.....	Mason City	
Crosby, Effie.....	Piatt.....	DeLand	
Cross, Nellie Mae.....	Perry.....	DuQuoin	
Curby, Cordelia.....	Iroquois.....	Beaverville	
Currie, Bertha Pauline.....	(Dist. of Col.).....	Washington	
Curtius, L. Edith.....	Greene.....	Carrollton	
Dailey, Nora A.....	Champaign.....	Penfield	
Daly, Sady E.....	Jersey.....	Jerseyville	
Daniel, Irene.....	Mason.....	Kilbourne	
Davenport, Ethel May.....	Henderson.....	Biggsville	
David, Bessie E.....	McLean.....	Normal	

<i>Students' Names, County and Postoffice</i>	<i>Name</i>	<i>County</i>	<i>Postoffice</i>
	David, Hannah.....	McLean.....	Normal
	David, Maude E.....	McLean.....	Normal
	David, Myrtle L.....	McLean.....	Normal
	Davis, Elsie.....	Peoria.....	Peoria
	Davis, Grace Greenwood.....	Macoupin.....	Virden
	Davis, Grace Isabel.....	Woodford.....	El Paso
	Davis, E. Hazel.....	Tazewell.....	Minier
	Davis, Mabel Frances.....	Woodford.....	El Paso
	Davis, Mildred Alice.....	Woodford.....	El Paso
	Davis, Susie Eddy.....	Macon.....	Warrensburg
	Dawson, Olive Leonore.....	Vermilion.....	Rossville
	Day, Lillian U.....	Stark.....	Wyoming
	DeBruler, Maude M.....	Moultrie.....	Bethany
	DeBurh, Etta Fredrica.....	Livingston.....	Chatsworth
	DeLapp, Mary E.....	Hancock.....	LaHarpe
	DeMoulin, Dora Edna.....	Madison.....	Highland
	Demster, Pearl E.....	Madison.....	Venice
	Dennis, Elsie.....	Brown.....	Versailles
	Dennis, Elsie Mae.....	Will.....	Peotone
	Dennis, Laura J.....	Kankakee.....	Grant Park
	Dennis, Myrtle.....	McLean.....	Normal
	Derr, Mary Ellen.....	Jersey.....	Jerseyville
	Derry, Rose.....	Menard.....	Petersburg
	Desch, Edna E.....	Mercer.....	Aledo
	Desmond, Pearl E.....	Livingston.....	Chatsworth
	Devitt, Mrs. Jennie F.....	Morgan.....	Jacksonville
	DeVine, Kathleen Genevieve.....	(Missouri).....	Sedalia
	DeVold, Lizzie.....	Schuyler.....	Birmingham
	Dewhirst, Lora Alta.....	Richland.....	Olney
	Dickson, Gretchen Allene.....	Tazewell.....	Delavan
	Dickson, Madge.....	Tazewell.....	Delavan
	Dillon, Abby Ratcliff.....	Clinton.....	Trenton
	Dingledine, Bessie Emma.....	McLean.....	Normal
	Dingeldine, Mabel Josephine.....	McLean.....	Normal
	Dinkmeier, Clara Anna.....	Madison.....	Alhambra
	Dinkmeier, Thea.....	Madison.....	Alhambra
	Distler, Gertrude.....	St. Clair.....	O'Fallon
	Divilbiss, Grace.....	DeWitt.....	Farmer City
	Doake, Mable L.....	Menard.....	Athens
	Dolan, Maggie A.....	Iroquois.....	Watseka
	Dolph, Alice Amelia.....	Logan.....	New Holland
	Dolph, Della.....	Champaign.....	Fisher
	Donaldson, Elizabeth Frances.....	Champaign.....	Urbana
	Dougherty, Beulah.....	Adams.....	Mendon
	Dougherty, Margaret.....	McLean.....	Bloomington
	Dowty, Katherine Emma.....	Woodford.....	Washburn
	Doyle, Katie.....	Grundy.....	Carbon Hill
	Doyle, Minnie F.....	DeWitt.....	Farmer City
	Dreibelbis, Lillian Pearl.....	Stephenson.....	Orangeville

Name	County	Postoffice	Illinois State Normal University
Dresser, Flora.....	Morgan.....	Jacksonville	
Drury, Mary Elizabeth.....	Monroe.....	Waterloo	
Dunbar, Laura Lou.....	McLean.....	Normal	
Duncan, C. Lizzie.....	DeWitt.....	Wapella	
Dunham, Helen.....	Pike.....	Griggsville	
Dunlap, Ada Florence.....	Livingston.....	Dwight	
Durlinger, Blanche.....	Macon.....	Niantic	
Eads, Mary.....	Douglas.....	Arthur	
Egleston, Bessie L.....	Marshall.....	Henry	
Earhart, Etta Mae.....	Mason.....	Mason City	
Ebright, Estella.....	Marshall.....	Lacon	
Edborg, Carrie.....	McLean.....	Bloomington	
Edwards, Mrs. Mary E.....	McLean.....	Normal	
Eilers, Tillie.....	Macoupin.....	Gillespie	
Eise, Adele B.....	Washington.....	Nashville	
Eller, Mollie.....	Christian.....	Pana	
Elliot, Fannie Josephine.....	Will.....	Wilmington	
Ellis, Rachel Gwendolin.....	McLean.....	Lexington	
Ellwood, Beulah Juanita.....	Peoria.....	Peoria	
Emerson, Leilah L.....	McLean.....	Bloomington	
Emme, Louise.....	Mason.....	Havana	
English, Margaret.....	Morgan.....	Jacksonville	
Ensminger, Edyth.....	Adams.....	Lima	
Ensminger, Nelle.....	Adams.....	Lima	
Epler, May.....	Sangamon.....	Pleasant Plains	
Ernst, Mabel.....	McLean.....	Normal	
Esler, Marie.....	McLean.....	Lexington	
Eslick, Daisy E.....	St. Clair.....	East St. Louis	
Etzen, Grace Dorothea.....	Mason.....	Mason City	
Evans, Birdie.....	Kankakee.....	Chebanse	
Factor, Mary.....	Brown.....	Mt. Sterling	
Faller, Emma Colleta.....	McLean.....	LeRoy	
Fanson, Mary A.....	McLean.....	Normal	
Farnsworth, Jessie Mary.....	DeWitt.....	Waynesville	
Farrell, Esther Ann.....	Adams.....	Quincy	
Fawcett, Emilie Fayette.....	Marshall.....	Henry	
Fawcett, Sara A.....	Marshall.....	Henry	
Feeney, Margaret.....	Champaign.....	Ivesdale	
Felmley, Ruth.....	McLean.....	Normal	
Ferguson, Edith Mary.....	Cook.....	Chicago	
Fickensher, Charlott.....	Rock Island.....	Rock Island	
Findley, Alta Evelyn.....	Edwards.....	West Salem	
Finlayson, Jessie.....	Iroquois.....	Watseka	
Finney, Gertrude.....	Sangamon.....	Auburn	
Firth, Alice.....	Christian.....	Pana	
Fischer, Seiler Lizzie.....	Wabash.....	Mt. Carmel	
Flatt, Myrtle.....	Piatt.....	Bement	
Fluss, Ella Hannah.....	Macon.....	Decatur	
Foote, Idah Frances.....	Pike.....	Pittsfield	

<i>Students' Names, County and Postoffice</i>	Name	County	Postoffice
	Forney, Maude M.....	Peoria.....	Brimfield
	Fort, Vida.....	Henderson.....	Stronghurst
	Foster, Claire Elaine.....	Ford.....	Paxton
	Foster, Lola E.....	Knox.....	Rapatee
	Frank, Rose M.....	McLean.....	Bloomington
	Frantz, Emma C.....	Woodford.....	Metamora
	Frantz, Viola.....	Piatt.....	Cerro Gordo
	Fraser, Helen.....	Marion.....	Salem
	Frazier, Ora E.....	Adams.....	Ursa
	Frazier, Ruth Eva.....	Adams.....	Ursa
	Friend, Grace.....	Madison.....	Collinsville
	Freise, Anna E.....	Kankakee.....	Bonfield
	Froebe, Lulu Viola.....	Logan.....	San Jose
	Fruin, Nelle T.....	Woodford.....	El Paso
	Fruit, Cecil Clementine.....	De Witt.....	Kenney
	Fry, Ethel.....	Richland.....	Olney
	Fyfe, Hester.....	Marion.....	Salem
	Gaines, Myra Clark.....	(Ohio).....	Springfield
	Gagnon, Cora.....	Iroquois.....	Beaverville
	Gallagher, Helen.....	Logan.....	Lincoln
	Gallagher, Julia A.....	Woodford.....	Minonk
	Gard, Lulu M.....	McLean.....	McLean
	Garland, Anna Theresa.....	Lee.....	Harmon
	Garls, Reka E.....	Tazewell.....	Pekin
	Garner, Vacey.....	Iroquois.....	Onarga
	Garst, Nellie Florence.....	McLean.....	Stanford
	Gassler, Emma.....	Livingston.....	Cullom
	Geiger, Minnie J.....	Ford.....	Paxton
	Gentry, Myrtle Grace.....	Piatt.....	Hammond
	Gerjets, Adah.....	Menard.....	Athens
	Gibbons, Katie M.....	Iroquois.....	Buckley
	Gibbs, Ella Beatrice.....	McLean.....	Gridley
	Gibeaut, Mae.....	McLean.....	Normal
	Gibson, Helen Farabee.....	McLean.....	Bloomington
	Gibelhausen, Mary.....	Tazewell.....	Peoria
	Gillan, Violet.....	Tazewell.....	Mackinaw
	Gillespie, Bertha Amy.....	Pike.....	Perry
	Gingerich, Katherine Evelyn.....	McLean.....	Normal
	Glaze, Dot Pauline.....	Brown.....	Versailles
	Glazebrook, Fay.....	De Witt.....	Kenney
	Gleason, Elizabeth.....	Iroquois.....	Clifton
	Glenn, Lizzie.....	De Witt.....	De Witt
	Glenn, Sadie.....	De Witt.....	De Witt
	Golden, Anna M.....	Perry.....	DuQuoin
	Gooding, Jessie.....	Champaign.....	Savoy
	Gordon, Agnes.....	St. Clair.....	O'Fallon
	Gouchenour, Lessie.....	Effingham.....	Dexter
	Gould, Mary Cecelia.....	McLean.....	Bloomington
	Graham, G. Edith.....	Vermilion.....	Alvin

Name	County	Postoffice	Illinois State Normal University
Grant, Bertha.....	McLean.....	Normal	
Gray, Adra.....	Schuyler.....	Camden	
Green, Jenny Lind.....	White.....	Norris City	
Green, Luna Grace.....	White.....	Norris City	
Greer, Jessie M.....	Greene.....	White Hall	
Gregg, Grace Baker.....	Gallatin	Omaha	
Griffin, Ada.....	Marion.....	Patoka	
Gylander, Laura.....	Ford.....	Paxton	
Haffner, Rosella L.....	DeWitt.....	Farmer City	
Hagan, Anna.....	Calhoun.....	Nebo	
Hahn, Lora Etna.....	Greene.....	Roodhouse	
Hale, Althea May.....	Stephenson.....	Orangeville	
Hall, Charlotte Louise.....	McLean.....	Bloomington	
Hall, Edna May.....	Pike.....	Pittsfield	
Hall, Estella M.....	Iroquois.....	Donovan	
Hall, Eva Bell.....	McLean.....	Bloomington	
Hall, Margaret.....	LaSalle.....	Streator	
Hall, Mattie A.....	Coles.....	Mattoon	
Hall, Maud Agnes.. ..	McLean.....	Bloomington	
Hamill, Lottie Ruth.....	St. Clair.....	Marissa	
Hamill, Mae E.....	St. Clair.....	Marissa	
Hammerbacher, Bess.....	Champaign.....	Champaign	
Hammer, Josephine.....	McLean.....	Bloomington	
Hanawalt, Emma A.....	Winnebago.....	Rockford	
Hanlan, Nellie F.....	Peoria.....	Peoria	
Hanna, Ferne E.....	Tazewell.....	Delavan	
Hannah, Lola May.....	Piatt.....	Mansfield	
Hannon, Grace Josephine.....	Henry.....	Geneseo	
Hansen, Anna Marie.....	Kankakee.....	Momence	
Hanson, Sarah Harriet.....	Kankakee.....	Momence	
Harbert, Bessye.....	McLean.....	Hendrix	
Harbinson, Hortense.....	Henderson.....	Stronghurst	
Hardy, Edith M.....	Monroe.....	Waterloo	
Harker, Ethel E.....	Peoria.....	Brimfield	
Harpster, Lucy.....	Richland.....	Olney	
Harpster, Maud E	Richland.....	Olney	
Harrington, Virginia.....	Montgomery.....	Litchfield	
Harris, Clara Maud.....	Madison.....	Troy	
Harris, Cleora Meriel	Madison.....	Alhambra	
Harris, Minnie.....	Williamson.....	Marion	
Harrison, Pearl.....	Peoria.....	Princeville	
Hart, Leila Attossa.....	Jersey.....	Grafton	
Hastings, Anna Estella.....	Marshall.....	Sparland	
Haye, Josephine.....	Mason.....	Havana	
Hayes, Anna Bernice.....	Logan.....	Lincoln	
Hayes, Katie Alberta....	Scott.....	Manchester	
Hayes, Mona.....	McLean.....	Bloomington	
Hazen, Sarah.....	Champaign.....	Mahomet	
Hazlett, Isabel.....	McLean.....	Bloomington	

<i>Students' Names, County and Postoffice</i>	Name	County	Postoffice
	Heath, Ora May.....	Piatt.....	White Heath
	Heber, Johanna F.....	St. Clair.....	Belleville
	Hedden, Inez.....	McLean.....	Bloomington
	Hediger, Cleda.....	Madison.....	Highland
	Heininger, Violet V.....	Woodford.....	Metamora
	Heiser, Verne Hazel.....	McLean.....	Normal
	Hendrickson, Esther.....	McLean.....	Bloomington
	Hendrix, Florence.....	Kankakee.....	Herscher
	Herman, Linda.....	Madison.....	Highland
	Herriott, Ella.....	Champaign.....	Mahomet
	Hershey, Helen Marion.....	Christian.....	Stonington
	Hess, Orion Emily.....	Logan.....	Lincoln
	Hess, Lottie Irene.....	Kankakee.....	Momence
	Hester, Lucy Edna.....	McLean.....	Saybrook
	Heydacker, Carrie Belle.....	McLean.....	Lexington
	Hibbs, Mrs. Laura L.....	(Kentucky).....	Paducah
	Hickman, Ethel Laura.....	Greene.....	Rockbridge
	High, Ethel.....	Mason.....	Havana
	High, Mabel.....	Mason.....	Havana
	Hilby, Claudine.....	Madison.....	St. Jacob
	Hiles, Rose.....	McLean.....	Normal
	Hill, Gertrude.....	Champaign.....	Ludlow
	Hiltabrand, Edna Gleyne.....	Marshall.....	Henry
	Himmelrich, Marinda Louvinia.....	Marshall.....	Wenona
	Hixson, Leah Hope.....	Peoria.....	Peoria
	Hobson, Eva A.....	Iroquois.....	Clifton
	Hobson, M. Belle.....	Iroquois.....	Clifton
	Hodge, Dorothea Lee.....	Menard.....	Petersburg
	Hoffman, Mary.....	DeWitt.....	Farmer City
	Hollibaugh, Ethel.....	DeWitt.....	Waynesville
	Hollis, Grace.....	McLean.....	Randolph
	Hollis, Rebecca Elizabeth..	Menard.....	Petersburg
	Hollowell, Oleva Clothilda.....	DeWitt.....	Farmer City
	Holmes, Alice.....	Piatt.....	DeLand
	Holmes, Evelyn Belle.....	Kankakee.....	Momence
	Holmes, Ruth Jeannette.....	McLean.....	Normal
	Hoover, Grace Brunette.....	McLean.....	Downs
	Hopper, Clara M.....	McLean.....	McLean
	Hopper, Olive Taylor.....	Jefferson.....	Mt. Vernon
	House, Bessie Leona.....	Greene.....	Patterson
	House, Ethyl Beatrice.....	Henry.....	Galva
	Houser, Alice.....	Richland.....	Olney
	Hubert, Catherine B.....	Clinton.....	Carlyle
	Hughes, Emma.....	Hancock.....	Ferris
	Hughes, Lizzie.....	McLean.....	Bloomington
	Hull, Anna.....	Livingston.....	Saunemin
	Hume, Charlotte M.....	Champaign.....	Mahomet
	Hutchens, Ennes L.....	Greene.....	Eldred
	Hyre, Nellie, Grace.....	Iroquois.....	Buckley

Name	County	Postoffice	Illinois State Normal University
Ingels, Carrie Lou.....	Winnebago.....	Rockford	
Ireland, Emily A.....	Madison.....	East Alton	
Irvin, Hattie.....	Jefferson.....	Belle Rive	
Isch, Jeannette L.....	Woodford.....	Washburn	
Isch, Lucia.....	Woodford.....	Washburn	
Iselman, Katie.....	(Indiana).....	La Crosse	
Jackson, Nettie May.....	LaSalle.....	Rutland	
James, Mary I.....	Monroe.....	Waterloo	
James, Maude E.....	Grundy	Gardner	
Jameson, Mae.....	Menard	Athens	
Janssen, Margarethe E.....	Peoria	Peoria	
Jenike, Lena.....	Tazewell	Delavan	
Jenkins, Natali.....	LaSalle.....	LaSalle	
Jennings, Clara Delane.....	Calhoun.....	Delavan	
Jimison, Lela.....	Knox.....	Oneida	
John, Mellie.....	Grundy.....	Gardner	
Johnsen, Ruth.....	McLean....	Normal	
Johnson, Edina Sarah.....	Grundy.....	Morris	
Johnson, Edna L.....	Peoria.....	Brimfield	
Johnson, Ellen Catherine.....	Ford.....	Paxton	
Johnson, Linda.....	Ford	Paxton	
Johnson, Rae.....	Schuyler.....	Baders	
Johnson, Winnie Edna.....	Calhoun....	Bellevue	
Johnstone, Lela Mae.....	Cook.....	Chicago	
Jones, Annie Merrill.....	McLean	Normal	
Jones, Clarinda M.....	DeWitt.....	Wapella	
Jones, Emma F.....	Macoupin	Brighton	
Jones, M. Cora.....	Madison.....	Collinsville	
Jones, Mabel L.....	Tazewell.....	Washington	
Jones, Marie.....	McLean.....	LeRoy	
Jones, Ollie Pearl.....	Adams	Quincy	
Joy, Ola.....	Christian.....	Edinburg	
Judy, Mrs. Elsie Beatrice.....	Iroquois.....	Iroquois	
Kahlert, Crissie H.....	Clinton.....	Carlyle	
Kane, Anna Loretta.....	Livingston	Chatsworth	
Kane, Nellie Marie	McLean	Lexington	
Kaywood, Edith M.....	McLean.....	Bloomington	
Keese, Frances Alberta.....	Montgomery.....	Litchfield	
Keigher, Mabel.....	Kankakee	Manteno	
Kellar, Sarah.....	Livingston.....	Pontiac	
Keller, Dalsy	Peoria.....	Peoria	
Keller, Mae.....	Peoria.....	Peoria	
Kelley, Edna Irene.....	Cook.....	Maywood	
Kelley, Eleanor Delia.....	Woodford.....	Minonk	
Kelley, Katherine.....	Iroquois	Ashkum	
Kelley, Mary.....	Iroquois	Ashkum	
Kemp, Anna Belle.....	McLean.....	Normal	
Kennedy, Mae....	McLean.....	Normal	
Kennel, Elizabeth.....	Tazewell.....	Washington	

<i>Students' Names, County and Postoffice</i>	<i>Name</i>	<i>County</i>	<i>Postoffice</i>
	Kenney, Cleo V.....	Ford.....	Melvin
	Kershner, Grace.....	McLean.....	Normal
	Keys, Anna Ward.....	McLean.....	Normal
	Keys, Louesa Jane.....	McLean.....	Normal
	Kidd, Gladys.....	Peoria.....	Edelstein
	Kilboun, Bess.....	Wabash.....	Mt. Carmel
	Kinsey, Clara Nora.....	McLean.....	Normal
	Kirby, May.....	Logan.....	Calumet
	Kirk, Josephine.....	Macon.....	Decatur
	Koch, Lulu E.....	Woodford.....	Metamora
	Koepke, Agnes E.....	Bureau.....	LaMoille
	Kneass, Ellen Louise.....	McLean.....	Normal
	Knight, Mrs. Mabelle.....	Macon.....	Warrensburg
	Knowlton, N. Irene.....	Iroquois.....	Onarga
	Krebaum, Alta.....	Mason.....	Havana
	Kurtz, Margaret.....	Wayne.....	Jeffersonville
	LaBarr, Hattie.....	McLean.....	Bloomington
	LaDow, Florence.....	Pike.....	Pleasant Hill
	Lancaster, Carrie Naomi.....	Tazewell.....	Armington
	Landess, Beulah Adale.....	Pike.....	Milton
	Lane, Alpha.....	Macoupin.....	Medora
	Lane, Lora A.....	Macoupin.....	Medora
	Lapp, Ruth Elizabeth.....	Stephenson.....	Freeport
	Larison, Carrie Luella.....	Logan.....	Cornland
	Laub, Emma K.....	Iroquois.....	Gilman
	Lawrence, Gillian.....	DeWitt.....	Clinton
	Leavitt, Annice.....	Piatt.....	Hammond
	Leftridge, Fannie M.....	McDonough.....	Adair
	LeGrand, Martha Lucinda.....	St. Clair.....	Freeburg
	LeGrand, Maude Elizabeth.....	St. Clair.....	Freeburg
	Lesch, Lina.....	Iroquois.....	Papineau
	LeSure, Blanche.....	Richland.....	Olney
	Letz, Elsie.....	Woodford.....	Washburn
	Lewis, Agnes B.....	Menard.....	Petersburg
	Lilly, Maude.....	Moultrie.....	Arthur
	Lindsey, Eva Grace.....	Champaign.....	Mahomet
	Ling, Irene.....	Tazewell.....	Minier
	Lipsey, Blanche.....	Tazewell.....	Armington
	Liston, Anna.....	Woodford.....	Minonk
	Livesay, Leonore.....	Washington.....	Nashville
	Loehr, Mrs. Jane R.....	McLean.....	Normal
	Loghry, Nellie Irene.....	Kankakee.....	Momence
	Lohmann, Laura Etta.....	Ford.....	Gibson City
	Long, Mayme.....	Pike.....	Hull
	Long, Viola.....	Livingston.....	Pontiac
	Lorenz, Lulu E.....	Madison.....	Highland
	Lowe, Zella F.....	Jersey.....	Jerseyville
	Lundy, Mary Annette.....	Iroquois.....	Onarga
	Lyon, Florence Rae.....	Jefferson.....	Mt. Vernon

Name	County	Postoffice	Illinois State Normal University
Lyons, Pearl A.....	Iroquois.....	Milford	
McAarty, Fay.....	Piatt.....	Monticello	
McAarty, Goldie.....	Piatt.....	Monticello	
McBride, Harriet Rell.....	Piatt.....	DeLand	
McBride, Mabel E.....	Vermilion.....	Hoopeston	
McCague, Irene.....	Sangamon.....	Auburn	
McCaleb, Bessie.....	LaSalle.....	Peru	
McCally, Nora.....	Lawrence.....	Sumner	
McCann, Ethyl Gertrude.....	Pike.....	Milton	
McCloskey, Katie E.....	Iroquois.....	Cissna Park	
McColm, Florence.....	LaSalle.....	Ransom	
McCormick, Irene L.....	Marshall.....	Sparland	
McCullough, Daisy Dell.....	Douglas.....	Newman	
McCutcheon, Katharine.....	Sangamon.....	Springfield	
McFadden, Clara B.....	McLean.....	LeRoy	
McGillvray, Luella.....	Iroquois.....	Ashkum	
McGowan, Margaret.....	Will.....	Manhattan	
McGrail, Catherine P.....	Woodford.....	Minonk	
McGrail, Lillian.....	Woodford.....	Minonk	
McGraw, Cecil.....	McLean.....	Bloomington	
McKee, Mrs. Maud.....	Champaign.....	Champaign	
McKinley, Mary Alice.....	(Missouri).....	St. Louis	
McMillen, Edna Blanche.....	Piatt.....	DeLand	
MacMillan, Janie.....	Marion.....	Centralia	
McMurray, Ruth Susan.....	McLean.....	Bloomington	
McNeer, Edith.....	Vermilion.....	Catlin	
McNeil, Mabel.....	Hancock.....	Dallas City	
Macy, Florence Lucille.....	McLean.....	Normal	
Madden, Elizabeth.....	Macon.....	Macon	
Magruder, Gladys.....	Kankakee.....	Kankakee	
Magruder, Tessa E.....	Kankakee.....	Kankakee	
Mahaffey, Edna L.....	McLean.....	Bloomington	
Malcolm, Jessie Lavina.....	Grundy.....	Carbon Hill	
Maloney, Anna.....	LaSalle.....	LaSalle	
Mamer, Mary.....	Livingston.....	Odell	
Mammen, Rachel Louise.....	McLean.....	Bloomington	
Manahan, Helen.....	LaSalle.....	Streator	
Mansfield, Esther.....	Woodford.....	Minonk	
Manus, Lydia.....	Logan.....	Emden	
Markland, Eva Lorena.....	Logan.....	Armington	
Maroney, Nora.....	Schuyler.....	Rushville	
Marteeny, Blanche Ethel.....	Jefferson.....	Mt. Vernon	
Martin, Amy Mildred.....	Brown.....	Versailles	
Martin, Arria Artimissa.....	LaSalle.....	Dana	
Martin, Elizabeth Jane.....	Vermilion.....	Hoopeston	
Martin, Mabel Grace.....	Logan.....	Lincoln	
Mason, Ara R.....	McLean.....	McLean	
Mathern, Kate Marie.....	DeWitt.....	Clinton	
Mathis, Carrie E.....	Ford.....	Melvin	

<i>Students' Names, County and Postoffice</i>	Name	County	Postoffice
	Mathis, Edith Leone.....	Ford.....	Melvin
	Matson, Edna Fern.....	(Iowa).....	Sac City
	Maurer, Rose B.....	McLean.....	Bloomington
	Mauschbaugh, Margaret Anna.....	Tazewell.....	East Peoria
	May, Edith L.....	Pike.....	Griggsville
	Mayer, Edna Ruth.....	Cook.....	Evanston
	Mead, Mrs. A. G.....	Livingston.....	Pontiac
	Mealiff, Lena Elizabeth.....	Adams.....	Mendon
	Means, Mrs. Elizabeth E.....	McLean.....	Bloomington
	Meara, Lillian Angela.....	DeWitt.....	Farmer City
	Meeker, Rosa....	(Pennsylvania).....	Bracken
	Mehlhop, Margaret Mildred.....	Mason.....	Havana
	Melz, Lucy.....	Peoria.....	Trivoli
	Menzimer, Mildred Viola.....	JoDaviess.....	Warren
	Meyer, Christina J.....	Macoupin.....	Hornsby
	Meyer, Wilhelmina.....	Peoria.....	Peoria
	Miller, Addie Lenore.....	Woodford.....	Eureka
	Miller, Margaret Edna.....	Henderson.....	Kirkwood
	Miller, Millie.....	Tazewell.....	Mackinaw
	Miller, Tina.....	Champaign.....	Rantoul
	Minch, Bessie B.....	Logan.....	Lincoln
	Mitchell, Jessie.....	Piatt.....	White Heath
	Moery, Lena Beatrice.....	Piatt.....	Bement
	Mohler, Lydia.....	Piatt.....	Cerro Gordo
	Monroe, Lorah Sarah.....	McLean.....	Bloomington
	Montgomery, Cecile.....	McLean.....	Bloomington
	Montgomery, Ethel.....	Logan.....	Atlanta
	Montgomery, Lillian M.....	LaSalle.....	Dana
	Montgomery, Mabelle Edith.....	Mason.....	Greenview
	Moody, Blanche.....	Montgomery.....	Fillmore
	Moore, Alta.....	DeWitt.....	Clinton
	Moore, Barbara.....	McLean.....	Bloomington
	Moore, Ellen Ivah.....	Pike.....	Griggsville
	Moore, Jessie M.....	Sangamon.....	Barclay
	Moore, Mayme.....	Adams.....	Quincy
	Moore, Sydney.....	Washington.....	Nashville
	Moreland, Leona.....	McLean.....	Saybrook
	Morgan, Margaret B.....	Piatt.....	Atwood
	Morris, Mrs. Ella B.....	DeWitt.....	Clinton
	Moses, Cleda Virginia.....	McLean.....	Normal
	Mulberry, Margaret.....	Madison.....	Granite City
	Murphy, Anna Mae.....	McLean.....	Bloomington
	Murphy, Kathryn May.....	Tazewell.....	Morton
	Murphy, Margaret.....	Macoupin.....	Carlinville
	Murray, Della May.....	Iroquois.....	Sheldon
	Musick, Alice M.....	Tazewell.....	Delavan
	Myers, Florence Edna.....	LaSalle.....	Streator
	Myers, Hazel.....	McLean.....	Cooksville
	Myers, Mary E.....	LaSalle.....	Streator

Name	County	Postoffice	Illinois State Normal University
Neale, Susan E.....	McDonough.....	Good Hope	
Neill, Alma J.....	Peoria.....	Chillicothe	
Nelson, Dora Louise.....	Menard.....	Petersburg	
Nelson, Ella Cordelia.....	Henry.....	Woodhull	
Newhaus, Esther.....	Madison.....	Bethalto	
Neuhaus, Mamie.....	Madison.....	Bethalto	
Newell, Pearl Frances.....	Iroquois.....	Cissna Park	
Newton, Emelie.....	McLean.....	Bloomington	
Nicholas, Ethel.....	Richland.....	Olney	
Nichell, Maude.....	McLean.....	Glenavon	
Nickerson, Rosemary.....	Iroquois.....	Onarga	
Nicolson, Hanna.....	Macoupin.....	Virden	
Niebuhr, Minnie Hannah.....	Macon.....	Decatur	
Niergarth, Alice.....	McLean.....	Gridley	
Niergarth, Lena.....	McLean.....	Gridley	
Niess, Minnie.....	St. Clair.....	Mascoutah	
Nix, Nelle F.....	Cass.....	Ashland	
Nolan, Elizabeth Cornelia.....	Champaign.....	Ogden	
Noon, Nellie M.....	LaSalle.....	Utica	
Norman, Hope Christian.....	Will.....	Peotone	
Normile, Nellie.....	McLean.....	Bloomington	
Nudd, Bessie.....	Hancock.....	LaHarpe	
O'Brien, Iris E.....	Tazewell.....	Deer Creek	
O'Brien, L. Lizzie.....	DeWitt.....	Clinton	
O'Donnell, B. Nellie.....	Ford.....	Piper City	
Ogle, Katharyn Velma.....	McLean.....	Normal	
Oliver, Agnes Anna.....	Will.....	Peotone	
Olmstead, Harriet Gertrude.....	LaSalle.....	Ottawa	
Olsen, Carrie.....	Menard.....	Petersburg	
O'Malley, Agnes.....	Livingston.....	Chatsworth	
O'Rourke, Mary Agnes.....	McLean.....	Bloomington	
Palmer, Abbie M.....	Morgan.....	Jacksonville	
Palmer, Winifred.....	Morgan.....	Jacksonville	
Patten, Kathryn A.....	Marshall.....	Rutland	
Patterson, Lottie.....	Iroquois.....	Chebanse	
Patterson, Martha.....	McLean.....	Normal	
Patzer, Emma.....	Tazewell.....	Delavan	
Peace, Martha Elizabeth.....	Jefferson.....	Mt. Vernon	
Pearson, F. Jeanette.....	Iroquois.....	Thawville	
Pearson, Mattie.....	Livingston.....	Fairbury	
Peckenpaugh, Nancy Adelaide.....	Schuyler.....	Rushville	
Pegram, Althea.....	Logan.....	Lincoln	
Pellet, Emma Adele.....	St. Clair.....	East St. Louis	
Peneton, Ethel.....	Richland.....	Olney	
Perkins, Ada Florence.....	Piatt.....	Monticello	
Perry, Barzania.....	McLean.....	Normal	
Perry, Isabelle N.....	Knox.....	Galesburg	
Peterson, Agnes.....	Kankakee.....	Momence	
Peterson, Elsie M.....	Moultrie.....	Lovington	

<i>Students' Names, County and Postoffice</i>	Name	County	Postoffice
	Phalen, Clara Cecelia.....	Piatt.....	Monticello
	Phillips, Alta Mae.....	McLean.....	Stanford
	Phillips, Beatrice.....	Morgan.....	Jacksonville
	Phillips, DeEtta May	Mason.....	Mason City
	Phillips, Lilly M.....	McLean.....	Downs
	Piatt, Mayme E.....	Piatt.....	Monticello
	Pigg, Ruby Winifred.....	Bureau.....	Neponset
	Pollock, May E.....	Peoria.....	Peoria
	Porter, Belle W.....	McLean.....	Bloomington
	Porter, Nellie.....	McLean.....	LeRoy
	Potts, Ethel Lena.....	Moultrie.....	Lovington
	Powley, M. Zee....	Vermilion.....	Hoopeston
	Prior, Bernice Sylvia.....	Adams.....	Ursa
	Pumphrey, Eunice.....	McLean.....	Bloomington
	Purnell, Ruth J.....	Champaign.....	Mahomet
	Purvines, Florence M.....	Sangamon....	Pleasant Plains
	Pyatt, Elsie K.....	Morgan.....	Jacksonville
	Quinn, Kathryn Beatrice.....	Woodford.....	Minonk
	Quinn, Mary T.....	Jersey.....	Jerseyville
	Raboin, Mabel.....	Iroquois.....	Clifton
	Raby, Caroline.....	McDonough.....	Bushnell
	Radebaugh, Zella E.....	Champaign.....	Urbana
	Radel, Minnie.....	Hancock.....	Elvaston
	Rademacher, Lydia B.....	DeWitt.....	Clinton
	Radford, Pearl.....	Peoria.....	Peoria
	Radley, Arla Jean.....	Lee.....	Pawpaw
	Raisbeck, Elizabeth L.....	McLean.....	Bloomington
	Rakestraw, Alice.....	McLean.....	Bloomington
	Ramsey, Mattie.....	LaSalle.....	LaSalle
	Rang, Rosa.....	Schuyler.....	Mabel
	Rankins, DeRother.....	Macon.....	Macon
	Reay, Mary A.....	Grundy.....	Braceville
	Redmon, Bessie Alice.....	Jasper.....	West Liberty
	Reed, Margretta, P.....	Peoria.....	Peoria
	Reel, Bertha M.....	Tazewell.....	Deer Creek
	Reitz, Nellie W.....	Menard.....	Petersburg
	Rethorn, Eula Louisa.....	Cass.....	Chandlerville
	Rethorn, Sarah Minnie.....	Cass.....	Chandlerville
	Reynolds, Mrs. E. T.....	Woodford.....	Eureka
	Rice, Belle.....	Kankakee.....	Momence
	Richert, Anna Mary.....	Greene.....	Whitehall
	Richardson, Lizzie.....	Iroquois.....	Sheldon
	Ricketts, C. Mae.....	Marshall.....	Varna
	Ricks, Lida B.....	DeWitt.....	Clinton
	Ridgley, Nelle.....	Richland.....	Olney
	Riemann, Olive.....	Morgan.....	Meredosia
	Riley, Jeannette E.....	Woodford.....	Minonk
	Riley, Mary Frances.....	Pike.....	Pittsfield
	Rinehart, Bessie.....	McLean.....	Normal

Name	County	Postoffice	Illinois State Normal University
Richie, Nellie.....	McLean.....	Stanford	
Ritz, Mrs. Mary Frances.....	Woodford.....	Roanoke	
Roach, Kathleen Anne.....	Macon.....	Decatur	
Roach, Mary Margaret.....	McLean.....	Danvers	
Roads, Leila Pearl.....	Pike.....	Pittsfield	
Roberts, Olive Goldie	Piatt.....	Hammond	
Robertson, Agnes Farnsworth.....	Woodford.....	Cazenovia	
Robertson, Jane	Peoria.....	Chillicothe	
Robinson, Edythe Mae.....	Logan.....	Beason	
Robinson, Sue.....	Sangamon.....	Riverton	
Robinson, Winifred.....	Logan.....	Atlanta	
Roe, Nina.	Morgan.....	Chapin	
Roelofson, Ada.....	Tazewell.....	Tremont	
Rogers, Inez.....	Morgan.....	Waverly	
Rohrbach, Marietta	Ford.....	Piper City	
Ropp, Pearl Iola.....	McLean.....	Carlock	
Rosenberry, Ethel	McLean.....	Normal	
Ross, Mary E.....	Tazewell.....	Pekin	
Ross, Myra J.....	Tazewell.....	Pekin	
Royse, Grace Pearl.....	Piatt.....	Monticello	
Rudolph, Corinne Adel.....	St. Clair.....	Belleville	
Ruhaak, Emma.....	Tazewell.....	Pekin	
Rush, Laura.....	Iroquois.....	Milford	
Russell, Ruth Caroline.....	Tazewell.....	Armington	
Sageser, Laura Belle.....	McLean.....	LeRoy	
Salmon, Anna T.....	McLean.....	Bloomington	
Salmon, Katherine E.....	McLean.....	Bloomington	
Samuel, Cuba.....	DeWitt.....	Clinton	
Sarver, Etta.....	McLean.....	LeRoy	
Sarver, Netta.....	McLean.....	LeRoy	
Saylor, P. Bessie.....	Stark.....	Wyoming	
Scarcliff, Addie Belle.....	Peoria.....	Mapleton	
Schaeffer, Mary E. Medora.....	McLean.....	Normal	
Scheib, Laura E.....	Christian	Edinburg	
Schell, Emily.....	Adams.....	Quincy	
Schiffbauer, Gretchen.....	Woodford.....	Benson	
Schleich, Effie Teresa.....	Woodford.....	Metamora	
Schleich, Rose Grace.....	Woodford.....	Metamora	
Schmidt, Leota.....	McLean.....	Bloomington	
Schmidt, Lila.....	McLean.....	Bloomington	
Schneider, Gussie Pauline.....	Hancock.....	Pontoosuc	
Schofield, Mrs. Annie Ostler.....	Woodford.....	El Paso	
Scott, Laura.....			
Scott, Myrtle.....	DeWitt.....	Wapella	
Seguin, Mae Irene.....	LaSalle.....	Ransom	
Severns, Harriet Louise	McLean.....	Bloomington	
Seyffardt, Aeyda.	Jersey.....	Jerseyville	
Shanklin, Olive.	McLean.....	Normal	
Sharp, Mollie D.....	Clinton.....	Carlyle	

<i>Students' Names, County and Postoffice</i>	Name	County	Postoffice
	Sharples, Goldie.....	McLean.....	Bloomington
	Shenk, Addie Jenett.....	Will.....	Braidwood
	Shepard, Ruby.....	Feoria.....	Chillicothe
	Shiner, Mary Edith.....	McLean.....	Hudson
	Shipman, Grace.....	Fayette.....	Ramsey
	Short, Adelaide May.....	Will.....	Wilmington
	Showalter, Lillian.....	Grundy.....	Gardner
	Sidwell, Bertha Ardella.....	Pike.....	Nebo
	Sieberns, Anna.....	McLean.....	Gridley
	Siedentop, F. Fern.....	LaSalle.....	Ransom
	Simkins, Clara M.....	Knox.....	Maquon
	Simkins, Josephine.....	McLean.....	LeRoy
	Simmons, Lucy Belle.....	McLean.....	Stanford
	Simms, Flora.....	McLean.....	Downs
	Simms, Ida Marie.....	Knox.....	Rio
	Simon, Lola Agnes.....	Logan.....	Latham
	Sisson, Luella May.....	Mason.....	Bath
	Smart, Olivia.....	Madison.....	St. Jacob
	Smith, Adda.....	Adams.....	Quincy
	Smith, Anna.....	Adams.....	Quincy
	Smith, Cleo Odessa.....	McLean.....	Bloomington
	Smith, E. Margaret.....	Tazewell.....	Morton
	Smith, Frances.....	Kankakee.....	Kankakee
	Smith, H. Grace.....	Tazewell.....	Minier
	Smith, Ida B.....	Tazewell.....	Pekin
	Smith, Lora Belle.....	Vermilion.....	Hoopeston
	Smith, M. Lucy.....	Pike.....	Milton
	Smith, Sarah.....	Adams.....	Quincy
	Smith, Tressa Anna.....	DeWitt.....	Midland City
	Sniff, Mabel M.....	McLean.....	Heyworth
	Snyder, Eva.....	Iroquois.....	Sheldon
	Sparks, Madge.....	Mason.....	Manito
	Spears, Elsie.....	Cass.....	Ashland
	Spencer, Bessie Louise.....	McLean.....	Bloomington
	Spielberger, Hilda P.....	Clinton.....	Carlyle
	Spindal, Fannie Elizabeth.....	Christian.....	Edinburg
	Sprague, Grace.....	Pike.....	Hull
	Springer, Margaret Ellen.....	Pike.....	Griggsville
	Sprowls, Gretta Gertrude.....	Ford.....	Gibson
	Stacy, May Sallie.....	Morgan.....	Jacksonville
	Staley, Clara.....	(Kansas).....	Wichita
	Stansbury, Bertha.....	Vermilion.....	Catlin
	Stassen, Sarah LaVerne.....	Will.....	Peotone
	Staudemyer, Matilda Marie.....	Woodford.....	Long Point
	Stearns, Birdie Pearl.....	Piatt.....	Monticello
	Stevenson, Bernardine.....	McLean.....	Bloomington
	Stewart, Addie Iris.....	McLean.....	Bloomington
	Stone, Bessie L.....	Pike.....	Pittsfield
	Stone, Lois Pugh.....	Mason.....	Mason City

Name	County	Postoffice	Illinois State Normal University
Streid, Frieda.....	Woodford.....	Metamora	
Strickland, Sadie.....	Grundy.....	Coal City	
Strickle, Louise.....	McLean.....	Bloomington	
Struble, Maud.....	Cass.....	Ashland	
Suemnicht, Lizzie.....	St. Clair.....	Freeburg	
Summers, Fannie Rebecca.....	McLean.....	Colfax	
Summers, Marie A.....	McLean.....	Bloomington	
Swanton, Rose J.....	Livingston.....	Cullom	
Swayze, Sarah.....	Christian.....	Pana	
Swift, Sarah C.....	Jefferson.....	Mt. Vernon	
Swigart, Verniel.....	DeWitt.....	Farmer City	
Tate, Emma M.....	Perry.....	DuQuoin	
Taylor, Fannie.....	DeWitt.....	Clinton	
Taylor, Myra.....	Schuyler.....	Rushville	
Temple, Mabel Elliott.....	McLean.....	Normal	
Tendick, Catherine Anna.....	Morgan.....	Jacksonville	
Teter, Bernice.....	McLean.....	Downs	
Theena, Emily M.....	Woodford.....	Metamora	
Theena, Lillian M.....	Woodford.....	Metamora	
Theis, Ethel Anna.....	Tazewell.....	Minier	
Thiedohr, Leola.....	Marshall.....	Lacon	
Thompson, Carrie Blanche.....	Lee.....	Steward	
Thompson, Florence Louise.....	Adams.....	Payson	
Thornton, Elma Ridgley.....	Sangamon.....	Rochester	
Thornton, Lillie Mae.....	Iroquois.....	Cissna Park	
Thornton, Minnie.....	Piatt.....	Atwood	
Thornton, Sara.....	Champaign.....	Sadorus	
Thurston, Florence A.....	Kankakee.....	Manteno	
Tibbetts, Ethel J.....	Madison.....	Edwardsville	
Tiley, Pearl May.....	St. Clair.....	Belleville	
Tjaden, Anna H.....	Peoria.....	Peoria	
Tjaden, Elsie.....	Peoria.....	Peoria	
Tobin, Kathryn.....	DeWitt.....	Farmer City	
Tobin, Nellie.....	DeWitt.....	Farmer City	
Tongate, Inez.....	McLean.....	Saybrook	
Tope, Belva.....	Piatt.....	Hammond	
Tresenriter, Nellie.....	DeWitt.....	Farmer City	
Tucker, Mary Louise.....	McLean.....	Normal	
Tull, Edith Mae.....	(Arkansas).....	Jonesboro	
Tullis, Clara Jane.....	Iroquois.....	Sheldon	
Turnipseed, Lizzie Elizabeth.....	McLean.....	Colfax	
Twomey, Marie.....	McLean.....	Bloomington	
Tyrrell, Therese M.....	Lake.....	Waukegan	
Tyson, Pearl M.....	McLean.....	Bloomington	
Vance, Anna M.....	McLean.....	LeRoy	
Van Etten, Gertie.....	Mason.....	Bath	
Vannier, Ina Clara.....	Scott.....	Bluffs	
Varnes, Pearl.....	Peoria.....	Trivoli	
Venters, Olive.....	Schuyler.....	Baders	

<i>Students' Names, County and Postoffice</i>	Name	County	Postoffice
	Vieley, Helen Julia.....	Livingston.....	Fairbury
	Vincent, Pearl.....	Pike.....	Hull
	Vulliet, Nettie M.....	Madison.....	Highland
	Wabel, Blanche.....	Marshall.....	Henry
	Walden, Eva.....	McLean.....	Colfax
	Walker, Eva May.....	Brown.....	Versailles
	Wallace, Mabel.....	Monroe.....	Harrisonville
	Wallin, Marie Elizabeth.....	McLean.....	Normal
	Walsh, Marguerite.....	Iroquois.....	Ashkum
	Ward, Ida C.....	LaSalle.....	Tonica
	Ward, Leonora.....	Scott.....	Exeter
	Ward, Mae Cora.....	Iroquois.....	Crescent City
	Ward, Mayme.....	Christian.....	Owaneco
	Ward, Ora.....	Pike.....	Seehorn
	Warren, Celia.....	Will.....	Peotone
	Warrick, Loto.....	Iroquois.....	Watseka
	Watkins, Bertha Pearl.....	McLean.....	Normal
	Watson, Georgia Beatrice.....	Jefferson.....	Mt. Vernon
	Watson, Helen.....	DeWitt.....	Kenney
	Weakley, Nettie.....	McLean.....	Lexington
	Weber, Blanche.....	Pike.....	Pittsfield
	Webb, Katherine.....	DeWitt.....	Farmer City
	Weber, Edith.....	Sangamon.....	Glenarm
	Weber, Ella J.....	St. Clair.....	Belleville
	Weedman, Lena.....	DeWitt.....	Clinton
	Weinreich, Emma L.....	LaSalle.....	Streator
	Weitz, Florence May.....	(Ohio).....	Montpelier
	Welch, Ethel F.....	Logan.....	Lincoln
	Welty, Edith Mabel.....	Piatt.....	Cerro Gordo
	Werner, Elsie Amelia.....	McLean.....	Saybrook
	Werries, Jette Johanna.....	Morgan.....	Chapin
	Wetzel, Mabel.....	Richland.....	Parkersburg
	White, Clara.....	Kankakee.....	Essex
	White, Grace R.....	Kankakee.....	Essex
	White, Kate.....	Kankakee.....	Essex
	White, Lola C.....	McLean.....	Bloomington
	White, Margaret.....	Champaign.....	Rantoul
	White, Pearl.....	Williamson.....	Marion
	Widick, Alta Lynn.....	Piatt.....	Cisco
	Wiley, Mrs. Mary.....	Macoupin.....	Virden
	Wilking, Ida M.....	St. Clair.....	Fayetteville
	Wilkinson, Irma Belle.....	LaSalle.....	Ransom
	Willard, Ella.....	Schuyler.....	Rushville
	Williams, Faye.....	DeWitt.....	Clinton
	Williams, Fay M.....	Perry.....	DuQuoin
	Willis, H. Nelle.....	Vermilion.....	Hoopeston
	Willis, Ninon.....	Pike.....	New Canton
	Wilson, Elizabeth Frances.....	Fulton.....	London Mills
	Wilson, Ida.....	Sangamon.....	Riverton

Name	County	Postoffice	Illinois State Normal University
Winans, Lulu M.....	Richland.....	Olney	
Winchell, Clare Idell.....	McLean.....	Normal	
Wingate, Emma Zenana.....	Warren.....	Avon	
Winkhart, Theresa Louise.....	Menard.....	Petersburg	
Wissman, Clara.....	Mason.....	Biggs	
Wolfe, Lizzie.....	Montgomery.....	Walshville	
Wood, Artie Emma	Madison.....	Kaufman	
Wood, Ruby A.....	Woodford.....	Eureka	
Woodward, Helen Bernice.....	Mason.....	Mason City	
Woodworth, Hattie M.....	JoDaviess.....	Warren	
Woolbright, Mrs. Ella Annice.....	Marion.....	Centralia	
Wooley, Emily.....	McLean.....	Saybrook	
Wooley, Eva.....	McLean.....	Saybrook	
Worley, Mary Christine.....	McLean.....	Normal	
Wright, Emma	McLean.....	Bloomington	
Wright, Mary.....	Morgan.....	Franklin	
Wright, Nina Annette.....	Piatt.....	Bement	
Wulfe, Lizzie.....	Iroquois.....	Chebanse	
Wurtz, Mary S.....	Will.....	Joliet	
Wyatt, Elsie.....	Marion.....	Salem	
Wyckoff, Cornelia.....	Marshall.....	Henry	
Wynd, Florence.....	Logan.....	Mt. Pulaski	
Yackle, Stella.....	Montgomery.....	Nokomis	
Yardley, Lela Gladys	Mason.....	Mason City	
Yelton, Myrtle M.....	Logan.....	Lincoln	
Young, Alieda.	DeWitt.....	Clinton	
Young, Frances.....	McLean.....	Normal	
Younggreen, Alice V.....	Ford.....	Paxton	
Zinn, Hattie.....	McLean.....	Bloomington	
Zoeller, Mollie.....	Marion.....	Centralia	
Zubrod, Joyce Alison.....	LaSalle.....	Peru	
Zubrod, Norma Marjorie.....	LaSalle.....	Peru	
Adams, Clarence Walter.....	Richland.....	Olney	
Albright, Harry Arthur.....	Kankakee.....	Waldron	
Allen, Elmer L	Menard.....	Petersburg	
Andrew, Albert.....	McLean.....	Heyworth	
Andrews, Harry L.....	Woodford.....	Washburn	
Appel, C. George.	Carroll	Mt. Carroll	
Augspurger, Edmund M.....	Ford.....	Sibley	
Aylesworth, Cecil Verner.....	Pike.....	Kinderhook	
Bailey, Demcie Calvin.....	Piatt.....	Monticello	
Baine, A. E.	Peoria.....	Glasford	
Baird, Thomas.....	Iroquois.....	Thawville	
Beck, Claude H.....	Moultrie.....	Bethany	
Bickerton, Walter B.....	DeWitt.....	Clinton	
Blair, Lee... ..	Cass.....	Chandlerville	
Bledsoe, Levi... ..	Fayette.....	St. Elmo	
Blue, Charles Alexander	Macoupin.....	Hagaman	
Bowyer, Louis Herbert.....	Piatt.....	Bement	

<i>Students' Names, County and Postoffice</i>	Name	County	Postoffice
	Boyd, Charles Spence.....	McLean.....	Bloomington
	Brew, Thomas.....	Pike.....	Pittsfield
	Bright, Leslie.....	Champaign.....	Foosland
	Brock, Ralston Monroe.....	McLean.....	Normal
	Brown, Clyde E.....	McLean.....	Saybrook
	Brown, Walter S.....	McLean.....	Bloomington
	Buchanan, Arthur.....	Fayette.....	Brownstown
	Burrows, James Austin.....	McLean.....	Bloomington
	Burt, Millard F.....	Sangamon.....	Divermon
	Buzzard, Guy Ashton.....	McLean.....	Normal
	Cade, Carroll Columbus.....	Greene.....	Patterson
	Carroll, Daniel B.....	Pike.....	Pittsfield
	Carter, Elmer Forest.....	Fulton.....	Ipava
	Case, C. Earl.....	Lawrence.....	Sumner
	Casey, William Cornel.....	Macon.....	Decatur
	Changnon, Charles E.....	Kankakee.....	St. Anne
	Chapman, Fred John.....	McLean.....	Saybrook
	Chapman, Walter W.....	McLean.....	Saybrook
	Chism, Chester.....	McLean.....	Normal
	Clark, G. E.....	Mason..	Forest City
	Clayton, Charles W.....	Fayette.....	St. Elmo
	Colton, James Zearing.....	McLean.....	Normal
	Conrey, Thurman Max.....	Marion.....	Patoka
	Cooper, Christopher Leonard.....	Will.....	Wilmington
	Corbet, Howard H.....	Peoria.....	Princeville
	Cox, Herbert Fred.....	McLean.....	Hudson
	Cramer, Alvin Moronie.....	Monroe.....	Waterloo
	Crawford, William.....	Marion.....	Patoka
	Crist, Jay Dickinson.....	McLean.....	Normal
	Crosby, Jacob Loyd.....	Kankakee.....	St. Anne
	Curry, John Patrick.....	Piatt.....	Voorhies
	Damman, Frank B.....	Woodford.....	Secor
	Danneberger, Charles Oborn.....	Shelby.....	Shelbyville
	Dickman, C. Charles.....	Livingston.....	Pontiac
	Dingledine, Ira Wilbur.....	McLean.....	Normal
	Dunham, Volney Hershel.....	Jersey.....	Jerseyville
	Dunlap, Roy E.....	Menard.....	Athens
	Eckman, Daniel Robbins.....	Pike.....	Kinderhook
	Edwards, Lincoln.....	McLean.....	Normal
	Espenscheid, Julius H.....	St. Clair.....	Mascoutah
	Evans, Wallace.....	McLean.....	Gridley
	Fahrnkopf, Charles Frank.....	McLean.....	Normal
	Farley, Frank Elmer.....	Sangamon.....	Pawnee
	Faulkner, John S.....	St. Clair.....	Lebanon
	Fincham, Louis R.....	LaSalle.....	Streator
	Folkers, Richard.....	Woodford.....	Benson
	Ford, James Walter.....	Greene.....	Patterson
	Freeland, Harvey.....	McLean.....	Normal
	Freeman, Edward Samuel.....	Marshall.....	Varna

Name	County	Postoffice	Illinois State Normal University
Fuller, Lucius King.....	McLean...	Normal	
Gabriel, George.....	Adams.....	Quincy	
Garrison, George Byron.....	Pike.....	Pearl	
Gerken, Leo.....	(Iowa).....	Dyersville	
Gott, Silas Eugene.....	Alexander...	Cairo	
Graddy, Raynold Alfred.....	Franklin.....	Akin	
Gray, Richard R.	Pike.....	Baylis	
Greife, Adolph William.....	Pike.....	Pittsfield	
Grodean, J. Walter.....	St. Clair.....	Lebanon	
Hannon, Daniel.....	Henry.....	Geneseo	
Harmon, John Bagwell.....	Christian.....	Taylorville	
Harper, Glenn.....	Peoria.....	Glasford	
Harrison, Charles.....	Fulton.....	Cuba	
Hayword, William Crandall.....	Champaign.....	Champaign	
Heavener, Floyd Lincoln.....	Ford.....	Piper City	
Hemmer, William A.....	St. Clair.....	O'Fallon	
Hipps, T. D.....	(Kentucky).....	Paducah	
Hoerner, Frank A.....	McLean.....	Weston	
Holmes, Grover Edward.....	Pope.....	Temple Hill	
Hopson, Ray O.....	Christian.....	Taylorville	
Houseworth, Fred G.....	Mason.....	Mason City	
Howe, Ethan Henry.....	McLean.....	Normal	
Hudelson, Robert R.....	Pike.....	Chambersburg	
Huffington, Herbert Leonard.....	McLean.....	Normal	
Huxtable, H. S.....	McLean.....	Normal	
Jacobs, Charles W.....	Sangamon.....	Springfield	
Jacobs, Clifford D.....	Peoria.....	Trivoli	
Jinnett, Napoleon B.....	Fayette.....	Vera	
Kasel, Oswald.....	St. Clair.....	Lebanon	
Keefer, Harry.....	Tazewell.....	Delavan	
Keene, Fred Daniel.....	Piatt.....	Monticello	
Keith, Norman.....	Pike.....	Perry	
Keogh, Timothy.....	McLean.....	Bloomington	
Kerr, Carl C.....	Rock Island.....	Joslyn	
Kiser, Charles H.....	Sangamon.....	Springfield	
Kuechler, Charles Edward.....	McLean.....	Normal	
Kuergeleis, Charles.....	Monroe.....	New Design	
Kupper, Edgar R.....	Montgomery.....	Hillsboro	
Lamb, Thomas William.....	Piatt.....	Bement	
Lathrop, Glenn H.....	Richland.....	Calhoun	
Lathrop, William.....	Lawrence.....	Lawrenceville	
Lawrence, Gillian.....	DeWitt.....	Clinton	
Learned, Dana H.....	Woodford.....	Benson	
Leilich, Edward P.....	St. Clair.....	New Athens	
Leimbach, George Henry....	Logan.....	Chestnut	
Leinbaugh, Howare.....	Hancock.....	Dallas City	
Lemarr, Samuel Ernest.....	Macoupin.....	Palmyra	
Lemme, William B.....	Montgomery.....	Ohlman	
Lewis, Prince D.....	Adams.....	Payson	

<i>Students' Names, County and Postoffice</i>	<i>Name</i>	<i>County</i>	<i>Postoffice</i>
	Lewis, John W.....	Adams.....	Payson
	Lewton, W. W.....	Cook.....	Chicago
	Litton, Thomas P.....	Champaign.....	St. Joseph
	McAtee, Lewis ...	Piatt.....	Hammond
	McCollom, James Arthur.....	Madison.....	Granite City
	McLeod, John.....	DeWitt.....	Waynesville
	McNees, Donald Everett....	Jasper.....	Rose Hill
	Maceda, Sixto... ..	(Phil. Is.)	Pagsanjan Laguna
	Main, Ralph.....	Pike.....	Nebo
	Maltman, Harry.....	McLean.....	Saybrook
	Marshall, Fred Lewis.....	McLean.....	Normal
	Martin, Robert Richard.....	Greene.....	Eldred
	Mason, Lloyd Arthur.....	McLean	Stanford
	Meaker, Jared Nelson.....	McLean.....	Bloomington
	Nifflin, L. A....	Williamson... ..	Crab Orchard
	Miller, Laning E.....	Menard.....	Petersburg
	Moore, Andrew Jackson.....	Woodford.....	Carlock
	Murphy, James... ..	Montgomery.....	Nokomis
	Neathery, Otto E.	Fayette.....	Brownstown
	Nelson, Ivan A ...	Green.....	Greenfield
	Nickell, Lester E.. ..	DeWitt... ..	Farmer City
	Niece, Harry E.....	Peoria.....	Elmwood
	Noelken, Willie.....	Monroe.....	Red Bud
	Norris, Charles W.....	Piatt.....	Monticello
	Norris, James G.....	Cass.....	Ashland
	Ogg, James B.....	Macoupin.....	Scottville
	Ogle, Guy Melville.....	McLean.....	Normal
	O'Hern, Charles Vincent.....	Fulton.....	Vermont
	O'Hern, Thomas Leo.. ..	Fulton.....	Vermont
	Parrish, Guy Orval.....	Franklin.. ..	Benton
	Patterson, Charles E.....	Winnebago	Rockford
	Pendergrast, Homer G.....	Iroquois	Cissna Park
	Peine, Arthur F.....	Tazewell.....	Minier
	Peters, Frank K.....	Pike....	Pittsfield
	Petty, DeWitt Talmage.....	Lawrence....	Sumner
	Phelps, James Arthur....	Pope.....	Golconda
	Pifer, Robert.....	Wayne.....	Xenia
	Pinkerton, James F.....	Greene.....	Roodhouse
	Powers, Ralph.....	Menard.....	Petersburg
	Primmer, George H.....	Champaign.....	Mahomet
	Purcell, Clyde	Logan.....	Lincoln
	Randall, Claude W	DeKalb.....	DeKalb
	Redmon, Alexander.....	Jasper.....	West Liberty
	Reeser, William.....	Woodford.....	Eureka
	Reeve, Thomas.....	Peoria.....	Glasford
	Reeves, Bert.....	Macon.....	Weldon
	Reeves, Forest C.....	Iroquois.....	Milford
	Reynolds, O. Edgar.....	Ford ..	Guthrie
	Richbark, Stephen D.....	Piatt.....	White Heath

Name	County	Postoffice
Ritz, David O.....	McLean.....	Normal
Robinson, Willie J.....	Piatt.....	Monticello
Roche, John William.....	Piatt.....	Bement
Rogier, Artie.....	Marion.....	Patoka
Rosenberry, Earl Edwin.....	McLean.....	Normal
Schiek, Elmer J.....	St. Clair.....	Freeburg
Schroeder, Simon E.....	Tazewell.....	Minier
Schutte, T. H.....	St. Clair.....	Lenzburg
Scott, Winfield.....	Pope.....	Allen Springs
Shotwell, Rolland Edward.....	McLean.....	Bloomington
Skinner, William.....	Ford.....	Piper City
Smalley, T. E.....	Christian.....	Morrisonville
Smith, Arthur John.....	McLean.....	Bloomington
Smith, George A.....	Macoupin.....	Medora
Smith, John Aaron.....	Madison.....	Troy
Smith, Joseph Nelson.....	McLean.....	Normal
Smithson, Everett.....	Scott.....	Winchester
Stacy, Walter M.....	Piatt.....	DeLand
Staker, Moses R.....	Tazewell.....	Groveland
Steiner, John Humphrey.....	Adams.....	Loraine
Stephenson, James Raymond.....	McLean.....	Normal
Stewart, George Raymond.....	Adams.....	Loraine
Strong, John Arthur.....	McDonough.....	Blandinsville
Stuckey, Leo.....	McLean.....	Normal
Suft, Walter C.....	Marshall.....	Sparland
Sullivan, William Patrick.....	Marion.....	Patoka
Todd, George Dorr.....	Lawrence.....	Bridgeport
Vogel, Lewis Sebastian.....	Woodford.....	Benson
Waggoner, Leroy S.....	St. Clair.....	Lebanon
Wallace, Frank C.....	Schuyler.....	Browning
Walters, Everett LeRoy.....	Knox.....	DeLong
Wasem, F. Leslie.....	Marion.....	Patoka
Webb, W. R.....	Madison.....	New Douglas
Weber, Oscar F.....	St. Clair.....	Belleville
Well, Arthur.....	St. Clair.....	Belleville
Welker, Harry Linus.....	Scott.....	Manchester
Westhoff, Frank.....	McLean.....	Normal
Whightsel, Everett.....	Jasper.....	Newton
Whisnant, Boyd Ernest.....	Marion.....	Kinmundy
White, Harvey Trimble.....	Greene.....	Roodhouse
Wildy, Frank R.....	St. Clair.....	Freeburg
Wiles, W. Brooks.....	Polk.....	Key West
Williams, Elijah Eli.....	Marion.....	Kinmundy
Wirth, Fremont P.....	St. Clair.....	Waterloo
Wright, Thurman.....	Morgan.....	Franklin
Wysong, C. G.....	Macon.....	Maroa
Yoder, I. H.....	McLean.....	Normal
Young, Fred.....	McLean.....	Normal
Zeis, Henry Charles.....	Monroe.....	Waterloo

SUMMARY OF ATTENDANCE FOR TWELVE MONTHS
ENDING JUNE 4, 1908.

Post Graduate.....	8	
Graduates, Normal Department.....	51	
Graduates, High School Department.....	8	59
Two-year course, Second year	51	
Two-year course, First year.....	106	157
Three-year course, Third year.....	13	
Three-year course, Second year.....	41	
Three-year course, First year.....	121	175
Four-year course, Fourth year	12	
Four-year course, Third year.....	29	
Four-year course, Second year	67	
Four-year course, First year.....	163	271
High School course, Fourth year.....	3	
High School course, Third year.....	12	
High School course, Second year.....	25	
High School course, First year.....	48	88 758
Summer School 1908, First term.....	1078	
Summer School 1908, Second term.....	278	1356
Attending both summer terms.....		167
Different students in summer sessions... ..		1189
Attending regular terms and summer session.....		141 1048
Total enrollment in Normal Department.....		1806
Model School pupils.....	337	
Kindergarten pupils.....	52	389
Grand total of students and pupils belonging to the Illinois State Normal University.....		2195

SUMMARY BY COUNTIES FOR THE YEAR ENDING

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INDEX

Page	Page
Academic Course.....13,26	Critiques.....79
Accredited High Schools.....14	Daily Programs.....27-29
Admission, Conditions of....13	Debating.....59
Advanced Standing.....14	Deficiencies in English.....24
Aid to Students.....11	Degrees.....17
Algebra, Courses in.....34	Delinquents.....24
Analytical Geometry.....36	Design.....61
Apparatus, Construction of...41	Domestic Art.....69
Appointment to Scholarships 13	Domestic Economy.....65
Arithmetic, Courses in.....33	Drama, Course in.....52
Arithmetic in the Grades....90	Drawing, Courses in....61,116
Art, Courses in.....61	Economics.....48-104
Astronomy.....36	Education, History of.....32
Athletics.....10,70	Education, Philosophy of...32
Attendance, Year 1907-8 116,131	Electiv Courses.....23,50
Basketry.....62	Employment of Teachers..11
Bench Work.....62	English History.....50
Biological Science.....42	English in the Grades.....87
Bird Study.....42	Enrollment.....15
Board and Rooms.....12	Entomology.....43
Board of Education.....3	Equipment.....8
Book-keeping.....34	Esthetics.....59
Botany, Courses in.....43	Ethics.....33
Browning, Course in.....55	Evolution, Organic.....44
Bildings.....8	Examinations.....15
Caesar, Courses in.....72	Expenses.....12
Calendar.....6	Faculty.....4,5
Campus.....9	Four-year Program.....22
Chemistry, Courses in....38,40	Garden.....8,113
Christian Associations.....9	General Exercises.....25
Choice of Studies.....23	General Method.....31
Choral Club.....10	Geografy, Courses in....45
Cicero, Courses in.....72	Geografy in the Grades....90
Civil Government.....49	Geometry.....36
Classification of Students...18	German, Courses in....74
Clay Codeling.....61	Glee Club.....10,49
College Algebra.....36	Graduate Courses.....17
Color, Course in.....61	Graduating Class.....123
Commercial Geografy.....46	Graduation.....15
Composition.....55	Grammar Courses.....57
Conditions of Admission....13	Grammar in the Grades....89
Construction Work.....76	Gymnasium.....8,68
Cooking Courses.....65	Gymnastics.....25,68,120
Correspondence Course...47	Hand work in Grades....115
Counties Represented....132,164	High School Department...25
Courses of Study.....18,20	High School Graduates...15
Courses of Study, Training	Historical Sketch of School...7
School.....80	History, Courses in.....49
Credits at State University..11	History in Grades.....101
Credits for Work Elsewhere..15	History of Art.....61
Credits Required for Graduation	History of Education.....32
.....16	Horace, Courses in.....73

Page	Page		
Illinois, History of	49	Preparatory Classes	25
Index, The	10	Preparatory Department	13
Inductiv Geometry	34	Programs, Daily	27
Industrial History	48	Programs of Students	18-24
Kindergarten	79	Psychology	30-33
Laboratories	8	Quarterly, The Normal School	
Laboratory Assistants	41	10
Language in Grades	88	Railroads	12
Latin, Courses in	71	Reading Courses	58
Latin Text Books	74	Reading in the Grades	83
Lecture Association	9	Reading Method	59
Library	9	Reference in Geograpy	100
Library Management	76	Relation to State University	11
Literary Exercises Required	59	Rhetoric	56
Literary Societies	9	Rhetoricals	24-56-59
Literature, Courses in	52	Rules Governing Studies	24
Literature in the Grades	81	Scholarships	13
Livy	73	School law	32
Loans to Students	11	School Management	32
Location	7	Science of Discourse	56
Manual Training	62	Sewing, Course in	69
Mechanical Drawing	63	Shakspere	53
Mensuration	34	Sociology	48
Milton, Courses in	57	Special Students	15
Modern European History	50	Spelling	56
Museum	9	Spelling in Grades	88
Music, Courses in	60	Students' Loan Fund	11
Music in the Grades	118	Student Organizations	9
Nature Study	42-43	Students Enrolled	123
Nature Study in the Grades	105	Substitutions for Electivs	21,23
Normal; Town of	7	Summary of Attendance	163
Oratorical Association	9	Summer School	11
Orchestra	10	Teachers	4,5
Organic Evolution	44	Teachers' College	17
Organization of the School	16	Teaching Process	30
Orthograpy	56	Text Books	12,55,74
Ovid	72	Textils, Course in	69
Painting	61	Three-year Program	21
Pedagogy	30	Township Scholarships	13
Penmanship, Course in	58	Training Department	78
Percentage	33,34	Trigonometry	36
Philology	71	Two-year Program	20
Phonics	59	Tuition Fees	12
Physical Training	69,120	Vidette	10
Physical Training in the Grades		Vergil	72
.	122	Vocal Music	60
Physics, Courses in	37	Wether Study	37
Physiografy	45	Woodwork	62
Physiology	43	Word Analysis	56
Platform Speaking	24-59	Wordsworth	52
Pledge to Teach	12	Writing	58
Poetry, Study of	54	Writing in Grades	88
Positions for Teachers	11	Zoology, Courses in	41,43
Practis Teaching	77		



Name	County	Postoffice	Illinois
Fuller, Lucius King.....	McLean...	Normal	State
Gabriel, George.....	Adams.....	Quincy	Normal
Garrison, George Byron.....	Pike.....	Pearl	University
Gerken, Leo.....	(Iowa).....	Dyersville	
Gott, Silas Eugene.....	Alexander.....	Cairo	
Graddy, Raynold Alfred.....	Franklin.....	Akin	
Gray, Richard R.....	Pike.....	Baylis	
Greife, Adolph William.....	Pike.....	Pittsfield	
Grodean, J. Walter.....	St. Clair.....	Lebanon	
Hannon, Daniel.....	Henry.....	Geneseo	
Harmon, John Bagwell.....	Christian.....	Taylorville	
Harper, Glenn.....	Peoria.....	Glasford	
Harrison, Charles.....	Fulton.....	Cuba	
Hayword, William Crandall.....	Champaign.....	Champaign	
Heavener, Floyd Lincoln.....	Ford.....	Piper City	
Hemmer, William A.....	St. Clair.....	O'Fallon	
Hipps, T. D.....	(Kentucky).....	Paducah	
Hoerner, Frank A.....	McLean.....	Weston	
Holmes, Grover Edward.....	Pope.....	Temple Hill	
Hopson, Ray O.....	Christian.....	Taylorville	
Houseworth, Fred G.....	Mason.....	Mason City	
Howe, Ethan Henry.....	McLean.....	Normal	
Hudelson, Robert R.....	Pike.....	Chambersburg	
Huffington, Herbert Leonard.....	McLean.....	Normal	
Huxtable, H. S.....	McLean.....	Normal	
Jacobs, Charles W.....	Sangamon.....	Springfield	
Jacobs, Clifford D.....	Peoria.....	Trivoli	
Jinnett, Napoleon B.....	Fayette.....	Vera	
Kasel, Oswald.....	St. Clair.....	Lebanon	
Keefer, Harry.....	Tazewell.....	Delavan	
Keene, Fred Daniel.....	Piatt.....	Monticello	
Keith, Norman.....	Pike.....	Perry	
Keogh, Timothy.....	McLean.....	Bloomington	
Kerr, Carl C.....	Rock Island.....	Joslyn	
Kiser, Charles H.....	Sangamon.....	Springfield	
Kuechler, Charles Edward.....	McLean.....	Normal	
Kuergeleis, Charles.....	Monroe.....	New Design	
Kupper, Edgar R.....	Montgomery.....	Hillsboro	
Lamb, Thomas William.....	Piatt.....	Bement	
Lathrop, Glenn H.....	Richland.....	Calhoun	
Lathrop, William.....	Lawrence.....	Lawrenceville	
Lawrence, Gillian.....	DeWitt.....	Clinton	
Learned, Dana H.....	Woodford.....	Benson	
Leilich, Edward P.....	St. Clair.....	New Athens	
Leimbach, George Henry.....	Logan.....	Chestnut	
Leinbaugh, Howare.....	Hancock.....	Dallas City	
Lemarr, Samuel Ernest.....	Macoupin.....	Palmyra	
Lemme, William B.....	Montgomery.....	Ohlman	
Lewis, Prince D.....	Adams.....	Payson	

<i>Students' Names, County and Postoffice</i>	<i>Name</i>	<i>County</i>	<i>Postoffice</i>
	Lewis, John W.....	Adams.....	Payson
	Lewton, W. W.....	Cook.....	Chicago
	Litton, Thomas P.....	Champaign.....	St. Joseph
	McAtee, Lewis ...	Piatt.....	Hammond
	McCollow, James Arthur.....	Madison.....	Granite City
	McLeod, John.....	DeWitt.....	Waynesville
	McNees, Donald Everett.....	Jasper.....	Rose Hill
	Maceda, Sixto....	(Phil. Is.)	Pagsanjan Laguna
	Main, Ralph.....	Pike.....	Nebo
	Maltman, Harry.....	McLean.....	Saybrook
	Marshall, Fred Lewis.....	McLean.....	Normal
	Martin, Robert Richard.....	Greene.....	Eldred
	Mason, Lloyd Arthur.....	McLean.....	Stanford
	Meaker, Jared Nelson.....	McLean.....	Bloomington
	Nifflin, L. A....	Williamson....	Crab Orchard
	Miller, Laning E.....	Menard.....	Petersburg
	Moore, Andrew Jackson.....	Woodford.....	Carlock
	Murphy, James....	Montgomery.....	Nokomis
	Neathery, Otto E.....	Fayette.....	Brownstown
	Nelson, Ivan A.....	Green.....	Greenfield
	Nickell, Lester E..	DeWitt....	Farmer City
	Niece, Harry E....	Peoria.....	Elmwood
	Noelken, Willie.....	Monroe.....	Red Bud
	Norris, Charles W.....	Piatt.....	Monticello
	Norris, James G.....	Cass.....	Ashland
	Ogg, James B.....	Macoupin.....	Scottville
	Ogle, Guy Melville.....	McLean.....	Normal
	O'Hern, Charles Vincent.....	Fulton.....	Vermont
	O'Hern, Thomas Leo..	Fulton.....	Vermont
	Parrish, Guy Orval.....	Franklin..	Benton
	Patterson, Charles E.....	Winnebago.....	Rockford
	Pendergrast, Homer G.....	Iroquois.....	Cissna Park
	Peine, Arthur F.....	Tazewell.....	Minier
	Peters, Frank K.....	Pike....	Pittsfield
	Petty, DeWitt Talmage.....	Lawrence....	Sumner
	Phelps, James Arthur.....	Pope.....	Golconda
	Pifer, Robert.....	Wayne.....	Xenia
	Pinkerton, James F.....	Greene.....	Roodhouse
	Powers, Ralph.....	Menard.....	Petersburg
	Primmer, George H.....	Champaign.....	Mahomet
	Purcell, Clyde.....	Logan.....	Lincoln
	Randall, Claude W.....	DeKalb.....	DeKalb
	Redmon, Alexander.....	Jasper.....	West Liberty
	Reeser, William.....	Woodford.....	Eureka
	Reeve, Thomas.....	Peoria.....	Glasford
	Reeves, Bert.....	Macon.....	Weldon
	Reeves, Forest C.....	Iroquois.....	Milford
	Reynolds, O. Edgar.....	Ford ..	Guthrie
	Richbark, Stephen D.....	Piatt.....	White Heath

Name	County	Postoffice	Illinois State Normal University
Ritz, David O.....	McLean.....	Normal	
Robinson, Willie J.....	Piatt.....	Monticello	
Roche, John William....	Piatt.....	Bement	
Rogier, Artie.....	Marion.....	Patoka	
Rosenberry, Earl Edwin.....	McLean.....	Normal	
Schiek, Elmer J.....	St. Clair.....	Freeburg	
Schroeder, Simon E.....	Tazewell.....	Minier	
Schutte, T. H.....	St. Clair.....	Lenzburg	
Scott, Winfield.....	Pope.....	Allen Springs	
Shotwell, Rolland Edward.....	McLean.....	Bloomington	
Skinner, William.....	Ford.....	Piper City	
Smalley, T. E.....	Christian.....	Morrisonville	
Smith, Arthur John.....	McLean.....	Bloomington	
Smith, George A.....	Macoupin.....	Medora	
Smith, John Aaron.....	Madison.....	Troy	
Smith, Joseph Nelson.....	McLean.....	Normal	
Smithson, Everett.....	Scott.....	Winchester	
Stacy, Walter M.....	Piatt.....	DeLand	
Staker, Moses R.....	Tazewell.....	Groveland	
Steiner, John Humphrey.....	Adams.....	Loraine	
Stephenson, James Raymond.....	McLean.....	Normal	
Stewart, George Raymond.....	Adams.....	Loraine	
Strong, John Arthur.....	McDonough.....	Blandinsville	
Stuckey, Leo.....	McLean.....	Normal	
Suft, Walter C.....	Marshall.....	Sparland	
Sullivan, William Patrick.....	Marion.....	Patoka	
Todd, George Dorr.....	Lawrence.....	Bridgeport	
Vogel, Lewis Sebastian.....	Woodford.....	Benson	
Waggoner, Leroy S.....	St. Clair.....	Lebanon	
Wallace, Frank C.....	Schuyler.....	Browning	
Walters, Everett LeRoy.....	Knox.....	DeLong	
Wasem, F. Leslie.....	Marion.....	Patoka	
Webb, W. R.....	Madison.....	New Douglas	
Weber, Oscar F.....	St. Clair.....	Belleville	
Weil, Arthur.....	St. Clair.....	Belleville	
Welker, Harry Linus.....	Scott.....	Manchester	
Westhoff, Frank.....	McLean.....	Normal	
Whightsel, Everett.....	Jasper.....	Newton	
Whisnant, Boyd Ernest.....	Marion.....	Kinmundy	
White, Harvey Trimble.....	Greene.....	Roodhouse	
Wildy, Frank R.....	St. Clair.....	Freeburg	
Wiles, W. Brooks.....	Polk.....	Key West	
Williams, Elijah Eli.....	Marion.....	Kinmundy	
Wirth, Fremont P.....	St. Clair.....	Waterloo	
Wright, Thurman.....	Morgan.....	Franklin	
Wyson, C. G.....	Macon.....	Maroa	
Yoder, I. H.....	McLean.....	Normal	
Young, Fred.....	McLean.....	Normal	
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INDEX

Page	Page
Academic Course.....13,26	Critiques.....79
Accredited High Schools.....14	Daily Programs.....27-29
Admission, Conditions of.....13	Debating.....59
Advanced Standing.....14	Deficiencies in English.....24
Aid to Students.....11	Degrees.....17
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Page	Page
Illinois, History of 49	Preparatory Classes 25
Index, The 10	Preparatory Department . . . 13
Inductiv Geometry 34	Programs, Daily 27
Industrial History 48	Programs of Students . . . 18-24
Kindergarten 79	Psychology 30-33
Laboratories 8	Quarterly, The Normal School
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